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ABSTRACT

The curriculum guide opens with brief introductions on the use of the guide and on the nature of the 17 occupations considered and possible places of employment in each job category. The remainder of the guide consists of unit plans for the occupations: art and craft aide, bridal consultant, child care aide, clothing assistant, companion to elderly, consumer aide, dietetic aide, fabric coordinator, fashion coordinator, floral designer, food caterer aide, food service employee, home furnishings aide, housekeeping management assistant, physical fitness assistant, tester of foods, and tester of textiles. The unit plans consist of job analysis interview forms, and various learning activities which specify objectives, tasks, work experiences, and study assignments. (JR)

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# GUIDEBOOK
# FOR
# HOME ECONOMICS COOPERATIVE EDUCATION
# OCCUPATIONAL AREAS

Materials Developed and Distributed by

Home Economics Instructional Materials Center
Texas Tech University
Box 4067
Lubbock, Texas 79409

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Directed by

Texas Tech University
College of Home Economics
Department of
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In cooperation with

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Department of Occupational
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## DESCRIPTION OF
## HOME ECONOMICS INSTRUCTIONAL MATERIALS CENTER

The Home Economics Instructional Materials Center was established September 1, 1967, as a continuing project. It is a cooperative project between the Division of Homemaking Education, Texas Education Agency and the School of Home Economics, Home Economics Education Department, Texas Tech University at Lubbock, Texas. The purpose of the Center is to develop a variety of instructional materials for use in vocational home economics programs.

An initial Planning Grant Project was approved by the Texas Education Agency for February 1 through August 31, 1967. The major purposes of the Planning Grant Project were (1) to assemble and catalog an occupational reference library, (2) to develop procedural steps for preparation of instructional materials, and (3) to illustrate the first sequence of these steps, that is, to develop job analyses and to list competencies needed for employability of students. This project provided a background of information for the establishment of the Home Economics Instructional Materials Center.

The present major objectives of the Home Economics Instructional Materials Center are (1) to develop a variety of instructional materials designed for use by students enrolled in home economics cooperative education programs and in pre-employment laboratory education programs in preparation for employment in occupations requiring home economics knowledge and skills and (2) to develop such other instructional materials as are needed to meet the changing emphases in other home economics programs.

Acknowledgement is given to the following persons:

Mrs. Elizabeth F. Smith, Director, Homemaking Education, Texas Education Agency, who conceived the original plan for establishing the Center and continues to determine ways in which the Center can meet the needs of homemaking education in Texas.

Dr. Camille G. Bell, Chairman, Department of Home Economics Education, who continues to serve in an advisory capactiy.

Linda Glosson, Director
Betty Robinson, Associate Director
Vicki Reid, Assistant Director

ACKNOWLEDGMENTS

The Guidebook for HECE Occupational Areas, prepared by the Home Economics Instructional Materials Center at Texas Tech University, is the result of the combined efforts and ideas of many people, namely:

Miss Ann Sloan, University of Delaware, Newark, Delaware, who designed the cover of the course of study.

Miss Annette Zellner, Graduate Research Assistant, Texas Tech University, Lubbock, Texas, who helped with the development of the materials.

Experienced employers and employees in each of the occupational areas who aided in the identification of tasks for the job analyses and content for the course unit outlines.

## FOREWORD

The Vocational Act of 1963 and the Vocational Amendments of 1968 focused attention upon the need for more occupational education programs for students at the high school level. Educators have become increasingly concerned about students who graduate or leave school without the vocational preparation for earning a living and who therefore fail to become contributing members of society. The 1963 Act and the Amendments of 1968 have provided opportunities for schools to offer additional educational programs to help meet the vocational needs of students in our competitive and technological society.

The Home Economics Cooperative Education program is a gainfully-oriented program which helps students prepare for the world of work or for advanced education. Many students who participate in this program continue their educations in technical schools or colleges while others become full-time employees upon graduation.

The gainful employment programs are not, in any sense, meant to replace the homemaking education courses directed toward homemaking. More and more women in our society are assuming the dual role of homemaker and wage earner. Home economics thus has the responsibility for helping women meet the demands of both of these roles. An additional responsibility is that of providing training for boys who may be interested in occupations related to home economics.

The various subject matter areas of home economics are relevant to a variety of occupations. There is a need in many occupations for employees who have had some training, but not necessarily a college degree or even college credit. During the past few years, an increasing number of people eat outside the home, stay in nursing homes, leave their children in child care centers, desire alterations or repairs on their clothing, want help with decorating their homes, and travel and require clean, pleasant surroundings at night. With the expanded demand for services, the need for food service employees, dietetic aides, child care aides, clothing assistants, home furnishings aides, and housekeeping management assistants is apparent. These examples are only a few of the occupations to which home economics can make a contribution in terms of trained personnel. The purpose of the wage earning courses is not only to give high school students a job skill, but also to help them advance more rapidly and perform more efficiently.

In summary, some of the reasons education for employment is appropriate in home economics are: an increasing number of women are employed outside the home and need preparation for the dual roles they are assuming; there is an increasing need for personnel in the service occupations related to home economics; the number of jobs for unskilled workers is decreasing, and more and more jobs require training of some kind; and career education programs must be added to the school curriculum.

We, as home economists, must meet our challenge to provide students with opportunities for gainful employment training while they are in high school and encourage them to consider advanced training after graduation.

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GUIDEBOOK
FOR
HECE OCCUPATIONAL AREAS

The Guidebook for HECE Occupational Areas is designed to assist teacher-coordinators in promoting and teaching home economics cooperative education programs. The Guidebook includes job analyses and course unit outlines for each of the following approved occupational areas: Art and Craft Aide, Bridal Consultant, Child Care Aide, Clothing Assistant, Companion to the Elderly, Consumer Aide, Dietetic Aide, Fabric Coordinator, Fashion Coordinator, Floral Designer, Food Caterer Aide, Food Service Employee, Home Furnishings Aide, Housekeeping Management Assistant, Physical Fitness Assistant, Tester of Foods, and Tester of Textiles.

The Guidebook should be a valuable aid to the teacher-coordinator in interpreting and promoting the Home Economics Cooperative Education Program in the school and community. It shows the variety of occupational areas related to home economics and tasks for which training can be provided. This information is useful in working with prospective employers of students. It may also be helpful in recruiting students for the program and in assisting them in identifying the occupational areas in which they are interested. The Guidebook should also aid in interpreting the program to parents, administrators, community organizations, and others.

The purpose of each part of the Guidebook is given below.

Job Analysis--The teacher-coordinator should use the job analysis in the appropriate occupational area when working with the employer to identify the tasks to be performed on the job by the student. The job analysis provides the employer the opportunity to indicate whether each task will be performed by the student daily, occasionally, or not at all. He may also indicate when during the school year he plans for the student to take up a particular task or group of tasks. This list of tasks should then be used in developing the student's training plan.

Course Unit Outline--Work experiences and study assignments related to each task in the job analysis are included in the Course Unit Outline. Work experiences are to be gained primarily from on-the-job training. Study assignments, topics related to the student's work experiences, should be mastered in class through the student's individualized instruction.

Reference List--Accompanying the Guidebook is an annotated list of required and supplementary references for each of the occupational areas. A chart relating pages in the required references to the units in the course unit outline is included for each occupational area in which no Course of Study has been developed. Order and price information is also given.

The job analyses were developed from interviews with employers and employees in each occupational area. The proposed course outline (which grew out of the job analysis) served as a guide for writing instructional materials for student use and/or for selecting required and supplementary references. During the development of the course outlines, meetings with advisory committee members were held to review and edit the working materials. Experienced home economics cooperative

education teacher-coordinators and subject matter specialists aided in writing the student materials for the Courses of Study.

Courses of Study are available in six of the occupational areas:

| | |
|---|---|
| Child Care Aide | Food Service Employee |
| Clothing Assistant | Home Furnishings Aide |
| Dietetic Aide | Housekeeping Management Assistant |

A Course of Study, Teacher Copy, consists of (1) an overview and job description, (2) a job analysis, (3) a course outline, (4) instructional materials for student use, (5) answer sheets for study questions, (6) unit tests, (7) answer keys, and (8) a list of references required for use with the instructional materials.

Student copies include the instructional materials and the reference list.

The teacher-coordinator must develop lesson sheets and unit tests in occupational areas for which no Courses of Study are available. The materials developed in these areas should follow the format used in the Courses of Study as closely as possible so students in these areas will not feel discriminated against. The charts included in the reference list relating pages in the required references to units in the course unit outlines should aid in developing the lesson sheets.

APPROVED OCCUPATIONS FOR HOME ECONOMICS
COOPERATIVE EDUCATION PROGRAMS IN TEXAS

An occupation approved for Home Economics Cooperative Education programs must (1) be classified as an occupation requiring knowledge and skills in one or more of the following home economics subject areas: child development, clothing and textiles, consumer education, family living, food and nutrition, home management, or housing; (2) provide a minimum of 240 hours of classroom instruction for Semester Unit Plan (80-minute periods) or 160 hours of class instruction for Quarter Unit Plan, and 525 hours of supervised on-the-job training and work experience per school year in an approved home economics occupation. Approved occupations include the following:

- Art and Craft Aide
- Bridal Consultant
- Child Care Aide
- Clothing Assistant
- Companion to Elderly
- Consumer Aide
- Dietetic Aide
- Fabric Coordinator
- Fashion Coordinator
- Floral Designer
- Food Caterer Aide
- Food Service Employee
- Home Furnishings Aide
- Housekeeping Management Assistant
- Physical Fitness Assistant
- Tester of Foods
- Tester of Textiles[1]

Occupations that cannot be approved are those which come within the definitions of programs for agriculture, distributive education, industrial education, health occupations, technical education, vocational office education, and occupations generally considered professional or requiring the baccalaureate or higher degree.

Detailed descriptions of each approved occupation and suggested places of employment are as follows:

| APPROVED OCCUPATIONS AND JOB DESCRIPTIONS | PLACES OF EMPLOYMENT |
|---|---|
| ART AND CRAFT AIDE<br>Assists hobbyists in selecting tools and supplies for art and craft projects; demonstrates and teaches arts and crafts to individuals and groups; prepares attractive and educational art and craft displays; helps keep store clean and orderly. | Specialty Shops:<br>Hobby Shops<br>Needle Craft Shops<br>Knit Shops<br>Ceramic Shops<br>Department Stores<br>City Recreation Departments<br>YWCA; YMCA<br>Nursing Homes<br>Housing for Elderly<br>Churches |

[1] Vocational Homemaking Education Program Standards. Austin, Texas: Texas Education Agency, 1975.

| APPROVED OCCUPATIONS AND JOB DESCRIPTIONS | PLACES OF EMPLOYMENT |
|---|---|
| **BRIDAL CONSULTANT**<br>Advises bride on wedding etiquette; assists with selection of wedding apparel and trousseau; advises bride on becoming makeup and hair styles; examines garment on customer to determine type of alterations needed; fits and marks garment for proper alteration; makes minor alterations and repairs; makes wedding veils; presses garments; advises bride in selection of tableware, stationery, invitations, announcements, and gifts; arranges for services of photographer, caterer, and florist; assists with plans for showers and teas; displays merchandise in store and in store windows; assists with bridal fashion shows; helps keep store clean and orderly. | Department Stores<br>Specialty Shops<br>Clothing Rental Shops<br>Professional Wedding Consultants |
| **CHILD CARE AIDE**<br>Assists with care of young children in approved child care centers or private homes with supervision; works with infants and normal and exceptional children; helps children develop acceptable habits of behavior, cleanliness, eating, playing, resting, toileting, health, and safety; directs learning experiences appropriate for various age groups. | Nursery Schools<br>Child Care Centers<br>Kindergartens<br>Centers for Mentally Retarded<br>Centers for Physically Handicapped<br>Private Homes (with supervision) |
| **CLOTHING ASSISTANT**<br>Repairs clothing and makes alterations on women's and men's garments (such as dresses, coats, and suits) according to the customer's preference and measurements; examines garment on customer to determine type of alteration needed; fits and marks garment for proper alterations; uses manipulative skills in making alterations and repairs; constructs garments; arrives at work agreement with customers; works in entry level and advanced occupations in commercial apparel production; receives garments; recognizes fibers and their characteristics; launders, dry-cleans, and presses garments; labels and bags garments; keeps records; helps keep shop clean and orderly. | Department Stores<br>Ready-to-Wear Stores<br>Clothing Rental Shops<br>Alteration Shops<br>Dressmakers<br>Clothing Manufacturers<br>Hospitals<br>Nursing Homes<br>Hotels and Motels<br>Laundries<br>Dry Cleaning Establishments |

| APPROVED OCCUPATIONS AND JOB DESCRIPTIONS | PLACES OF EMPLOYMENT |
|---|---|
| **COMPANION TO ELDERLY**<br>Assists elderly persons with psychological needs, grooming and dressing, clothing care, meal preparation, feeding, housekeeping, exercise, personal business, and social activities; launders, irons or presses, folds, and puts away clothing or obtains clothing care services as needed; helps plan, prepare, and serve meals suitable for elderly person; makes beds; takes safety measures to prevent accidents; takes appropriate actions in an emergency; and reports signs of illness or discomfort. | Nursing Homes<br>Homes for Aged<br>Convalescent Homes<br>Private Homes<br>(with supervision) |
| **CONSUMER AIDE**<br>Note: The chief function of a Consumer Aide is to provide consumer information and assistance. The on-the-job training experiences of a Consumer Aide do not include selling, sacking, or stocking merchandise.<br><br>A Consumer Aide assists consumers in making wise selections; performs personal shopping services; prepares and distributes menus, recipes, and other handouts; prepares consumer information displays and exhibits; demonstrates use, storage, and care of products and equipment to consumer; lectures and conducts classes for groups; posts unit costs; cares for children while parents shop; helps keep store clean and orderly. | Grocery Stores<br>Department Stores<br>Appliance Stores<br>Utility Companies |
| **DIETETIC AIDE**<br>Works as a member of the dietary team under the direction of a dietitian; uses nutrition information in planning, preparing, and serving meals to persons with specific dietary needs; selects and correctly uses proper pieces of equipment for specific jobs in food preparation and service; prepares simple foods for late trays and snacks; assembles trays according to diet instructions; examines filled trays for conformance with menu and diet regulations; designates trays with name and room number for delivery to patients; distributes trays to patients' rooms; serves food in patient dining room; handles food, beverages, equipment, utensils, and table settings in ways to prevent contamination; | Hospitals<br>Nursing Homes<br>Children's Homes<br>Schools<br>Institutions |

| APPROVED OCCUPATIONS AND JOB DESCRIPTIONS | PLACES OF EMPLOYMENT |
|---|---|
| helps keep work area clean and orderly; observes safety precautions and follows appropriate emergency procedures; assists in management of the dietary office by answering the telephone, making diet changes, tabulating diets, and taking meal census. | |
| FABRIC COORDINATOR<br>Discusses features and qualitites of fabrics with home sewer; assists home sewers in selecting and coordinating fabrics, patterns, and notions; answers questions about construction techniques; advises home sewer on quantity of fabric needed; measures and cuts fabric; orders, receives, and displays merchandise; prepares attractive displays of merchandise in store or store windows; helps keep store clean and orderly. | Fabric Shops<br>Department Stores<br>Variety Stores<br>Discount Stores |
| FASHION COORDINATOR<br>Note: A Fashion Coordinator may only be approved in cities where there is sufficient business to justify the employment of persons in this position. In addition, a Fashion Coordinator may only be approved in a business establishment where there is a qualified training supervisor who has the responsibilities of Fashion Coordinator. Under this type of supervisor, a student employed as a Fashion Coordinator must be allowed to work between the departments within the store.<br><br>A Fashion Coordinator coordinates garments and accessories for various occasions; describes garment construction, quality, fiber content, care, and durability; discusses current fasions and styles for figure type; examines and fits garment on customer; arranges window and store displays; assists in planning and presenting fashion shows; helps keep store clean and orderly. | Department Stores<br>Specialty Shops<br>Ready-to-Wear Shops<br>Clothing Rental Shops |

| APPROVED OCCUPATIONS AND JOB DESCRIPTIONS | PLACES OF EMPLOYMENT |
|---|---|
| **FLORAL DESIGNER**<br>Verifies information about special events cares for and prepares flowers and plants; designs and fashions floral pieces and decorations using natural and artificial flowers and foliage; advises customer regarding selections plans floral settings for special occasions; packages or wraps goods sold; displays merchandise; helps keep store clean and orderly. | Florist Shops<br>Department Stores<br>Speciality Shops |
| **FOOD CATERER AIDE**<br>Assists with planning, preparing, packaging, transporting, and serving food; selects and correctly uses proper piece of equipment for food preparation and service, arranges tables and decorations; arranges buffet tables; sets assigned tables following instructions for the function; serves special occasion foods; receives, stores, and issues food and supplies; takes inventory. | Catering Services<br>Restaurants<br>Grocery Stores<br>Specialty Houses<br>Wedding Services<br>Convention Centers |
| **FOOD SERVICE EMPLOYEE**<br>Prepares food using standard recipes; selects and correctly uses proper piece of equipment for specific jobs in food preparation and service; sets and maintains tables; takes orders; serves food to customers; cleans tables; presents checks; washes and inspects glassware, flatware, tableware, and utensils; takes inventory; receives, stores, and issues food and supplies; assists with management of food service establishment. | Commercial Food Service:<br>Restaurants<br>Cafes<br>Tea Rooms<br>Cafeterias<br>Franchise Food Establishments<br>Non-Commercial Food Service:<br>Hospitals<br>Nursing Homes<br>School Cafeterias<br>Children's Homes<br>Private Homes<br>(with supervision) |
| **HOME FURNISHINGS AIDE**<br>Organizes and files sample catalogs; arranges displays; helps with bridal selections; arranges furniture in store; keeps wallpaper, drapery, and upholstery samples straight; assists in accessory department; coordinates arrangements of samples and accessories; helps interior designer plan for clients' homes; assists with and constructs draperies and home accessories; helps keep shop clean and orderly. | Furniture Stores<br>Department Stores<br>Drapery Stores<br>Interior Design Shops<br>Interior Designers<br>Mobile Home Dealer or<br>Manufacturer |

| APPROVED OCCUPATIONS AND JOB DESCRIPTIONS | PLACES OF EMPLOYMENT |
|---|---|
| **HOUSEKEEPING MANAGEMENT ASSISTANT**<br>Cleans guest rooms, patient rooms, private home, or public building; selects, uses, and cares for cleaning equipment and supplies; sweeps, mops, or vacuums floors; waxes and buffs or applies floor finish; shampoos carpet; makes beds; dusts, waxes or polishes, and cleans furnishings; cleans glass, light fixtures, walls, ceilings, doors, and woodwork; cleans window treatments; removes stains; takes measures to prevent and control pests; cleans and sanitizes bathrooms, restrooms, and shower rooms; launders, irons or presses, folds, stores, and distributes linens and clothes; may perform other specialized tasks. | Hospitals<br>Nursing Homes<br>Health Care Facilities<br>Hotels and Motels<br>Lodges<br>Resorts<br>Clubs<br>Dormitories<br>Welfare Institutions<br>Educational Institutions<br>Commercial Establishments<br>Private Homes<br>(with supervision)<br>Churches |
| **PHYSICAL FITNESS ASSISTANT**<br>Assists with personal analyses of clients; weighs and measures clients; helps plan diets; plans menus and develops recipes; tabulates calories; helps develop exercise programs for clients; demonstrates and supervises use of exercise machines and equipment; supervises use of steam cabinet, sauna, whirlpool, showers, and swimming pool; assists clients in developing body poise and improving body mechanics; enforces safety rules of establishment; assists in administering first aid for minor injuries; gives lectures and demonstrations on various aspects of physical fitness; launders, irons or presses, folds, and stores clean clothes and linens; helps keep facilities clean and orderly. | Health Spas<br>Figure Salons<br>Athletic Clubs<br>Recreation Centers<br>YMCA; YWCA<br>Weight Watchers |
| **TESTER OF FOODS**<br>Selects and correctly uses proper tools and equipment for specified food tests; identifies qualities of various foods; collects and tests food samples as directed; makes elementary statistical calculations; records tests results; compares test results with samples or prepared standards; reports variation from standard to director of quality control; checks and calibrates various testing instruments; helps keep laboratory clean and orderly. | Food Processing Plants<br>Public Health Services |

| APPROVED OCCUPATIONS AND JOB DESCRIPTIONS | PLACES OF EMPLOYMENT |
|---|---|
| TESTER OF TEXTILES<br>Selects and correctly uses proper tools and equipment for specified textile tests; identifies qualities of various fibers, yarns, and fabrics; collects and tests fiber, sliver, roving, yarn, or fabric samples as directed; makes elementary statistical calculations; records test results; compares test results with samples or prepared standards; reports variation from standard to director of quality control; checks and calibrates various testing instruments; helps keep laboratory clean and orderly. | Textile Firms<br>Research Laboratories |

ART AND CRAFT AIDE

## ART AND CRAFT AIDE JOB ANALYSIS

(Used in interviews with owners, managers, and personnel of business establishments and recreational organizations.)

Name of Business _____ Date _____

Person Interviewed _____ Interviewer _____

DIRECTIONS: Please check in the appropriate column the responsibilities you expect a student to assume when working as an art and craft aide. In the proposed schedule column, indicate when during the school year you plan for the student to take up each task or group of tasks. This information will aid the teacher-coordinator in developing an individualized training plan for the student.

An art and craft aide assumes numerous responsibilities in assisting customers in locating merchandise, teaching and demonstrating various art and craft activities, and preparing displays and models of craft projects. Working under the supervision of experienced personnel, he or she performs the following functions:

| | DAILY | OCCASIONALLY | DOES NOT APPLY | PROPOSED SCHEDULE |
|---|---|---|---|---|
| 1. Help to evaluate own progress in meeting job responsibilities. | | | | |
| 2. Observe policies of the establishment concerning work schedules, absences, and other regulations. | | | | |
| 3. Accept instruction and guidance from supervisory personnel. | | | | |
| 4. Greet and assist hobbyists in a pleasant and efficient way. | | | | |
| 5. Work in an efficient manner. | | | | |
| 6. Become familiar with merchandise. | | | | |
| 7. Read and recall label and product information. | | | | |
| 8. Assist hobbyists in selecting tools and supplies for art and craft projects. | | | | |

| | DAILY | OCCASION-ALLY | DOES NOT APPLY | PROPOSED SCHEDULE |
|---|---|---|---|---|
| 9. Teach hobbyist terminology and how to read and follow instructions for various art and craft activities. | | | | |
| 10. Describe features, qualities, functions, use, and care of tools and supplies. | | | | |
| 11. Suggest and recommend materials for a particular art or craft project and estimate amount needed. | | | | |
| 12. Demonstrate techniques and advise hobbyist in various aspects of art and craft activities. | | | | |
| 13. Prepare attractive and educational art and craft displays. | | | | |
| 14. Lecture on art and craft activities and conduct classes in one or more crafts including personal and home accessories, demonstrating methods and techniques of crafts. | | | | |
| 15. Enforce safety rules and regulations. | | | | |
| 16. Help keep store clean and orderly. | | | | |

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COURSE UNIT I

WHAT IS AN ART AND CRAFT AIDE?

OBJECTIVES: Become aware of tasks and competencies involved in working as an art and craft aide.

Evaluate self in terms of personal qualities related to success as an art and craft aide.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 1. Help to evaluate own progress in meeting job responsibilities. | Relate job responsibilities to personal qualities and to the type job. | Job opportunities in the field of arts and crafts<br><br>Tasks assumed by employee in arts and crafts<br><br>Personal qualities and abilities needed by a successful art and craft aide |
| | Evaluate self in terms of ability to meet job responsibilities. | Importance of self evaluation<br><br>Criteria for successful performance of a job<br><br>Ways to use these criteria to evaluate personal progress in meeting job requirements |

COURSE UNIT II

WORKING WITH OTHERS

OBJECTIVES: Identify policies and procedures which relate to the position of art and craft aide.

Recognize the relationship between job success and interpersonal relationships.

Apply policies and rules of conduct to particular job.

Describe attitudes toward interpersonal relationships which are conducive to job success.

Practice techniques which make the customer, guest, or student feel welcome and comfortable.

Apply principles of motion economy to tasks performed on the job.

Evaluate own work habits and plan for self-improvement.



| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 2. Observe policies of the establishment concerning work schedules, absences, and other regulations. | Accept and follow policies of the establishment. | Typical policies and procedures of establishment<br><br>Importance of following policies and procedures in a particular situation<br><br>Need for flexibility in performance of duties as an art and craft aide |
| 3. Accept instruction and guidance from supervisory personnel. | Accept and follow directions and instruction from persons in authority. | Attitudes which contribute to effective employer-employee, employee-employee, and hobbyist-employee relationships |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | | Importance of willingness to accept and carry out various assigned tasks |
| 4. Greet and assist hobbyists in a pleasant and efficient way. | Establish rapport with others. | Importance of first impressions |
| | Assist hobbyists. | Procedures for assisting hobbyists |
| | Leave a good impression with hobbyists. | Importance of positive contacts with hobbyists |
| 5. Work in an efficient manner. | Perform tasks in an efficient manner. | Efficient work methods |
| | Maintain clean and orderly work surface. | Importance of clean work surface and hands when handling merchandise |
| | | Maintaining orderly work areas |

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COURSE UNIT III

KNOWING THE MERCHANDISE

OBJECTIVE: Demonstrate familiarity with merchandise.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 6. Become familiar with merchandise. | Provide information about merchandise. | Information about merchandise which may be of interest to hobbyists |
| 7. Read and recall label and product information. | Cite information about products. | Importance of keeping informed about art and craft developments<br><br>Ways to keep up with art and craft developments |
| 8. Assist hobbyists in selecting tools and supplies for art and craft projects. | Assist hobbyists with selection of tools and supplies. | Information about tools and supplies needed for various art and craft projects |

COURSE UNIT IV

TYPES OF ARTS AND CRAFTS

OBJECTIVES: Identify types of art and craft projects.

Describe art and craft projects using various media.

Interpret instruction for various arts and crafts.

Identify tools and supplies used in various arts and crafts.

Describe use and care of art and craft tools and supplies.

Demonstrate use of art and craft tools and supplies.

Describe various techniques used in arts and crafts.

Demonstrate various art and craft techniques.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 9. Teach hobbyist terminology and how to read and follow instructions for various art and craft activities. | Describe various types of arts and crafts. | Types of art and craft projects<br>Personal accessories<br>Home accessories<br>Seasonal and Holiday items<br><br>Art and craft media<br>Paper — Wood<br>Leather — Stone<br>Plastic — Metal<br>Glass — Clay<br>Textiles — Other<br><br>Projects using various media |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | Use appropriate art and craft terms. | Terms related to various arts and crafts |
| 10. Describe features, qualities, functions, use and care of tools and supplies. | Name and describe tools and supplies needed for various art and craft projects. | Materials used in various arts and crafts |
| | | Use and care of materials used in various arts and crafts |
| | | Tools needed for various arts and crafts |
| | | Use and care of art and craft tools |
| | Observe safety precautions when using tools and supplies. | Safety precautions in use of art and craft tools and supplies |
| 11. Suggest and recommend materials for a particular art or craft project and estimate amount needed. | Estimate supplies needed for various art and craft projects. | Factors affecting the amount of supplies needed |
| 12. Demonstrate techniques and advise hobbyist in various aspects of art and craft activities. | Apply the basic rules for using the elements and principles of design. | Elements and principles of design and their application |
| | Plan designs for specific art and craft projects. | Planning designs |
| | | Adapting and transferring designs |
| | | Enlarging and reducing designs |
| | Set up work area for specific art and craft projects. | Setting up work area |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | Explain instructions for various art and craft projects. | Reading instructions for various arts and crafts |
| | Use appropriate techniques for specific art and craft projects. | Techniques used in various arts and crafts |

COURSE UNIT V

DISPLAYING ARTS AND CRAFTS

OBJECTIVES: Relate the principles and elements of design to arts and crafts.

Describe procedures for preparing displays and exhibits.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 13. Prepare attractive and educational art and craft displays. | Plan store and window displays and exhibits of arts and crafts. | Information of interest to hobbyists<br><br>Types of displays and exhibits<br><br>Principles involved in selection and coordination of models for displays<br><br>Factors to consider when planning displays and exhibits |
| | Accept suggestions from supervisory personnel in setting up displays. | Principles involved in effective displays and exhibits<br><br>Current art and craft trends<br><br>Equipment and materials for constructing displays and exhibits |
| | Evaluate quality of workmanship. | Characteristics of quality workmanship |

COURSE UNIT VI

LECTURES AND DEMONSTRATIONS

OBJECTIVES: Demonstrate art and craft techniques.

Explain safety precautions for art and craft activities.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 14. Lecture on art and craft activities and conduct classes in one or more crafts, including personal and home accessories, demonstrating methods and techniques of crafts. | Plan and present informative demonstrations on products and equipment. | Effective uses of demonstrations<br>Procedures for planning demonstrations<br>Setting up a demonstration<br>Importance of own appearance and appearance of work area<br>Demonstration techniques |
| | Prepare lectures and conduct classes on various products or equipment. | Planning a speech or program<br>Presenting a speech or program |
| 15. Enforce safety rules and regulations. | Explain safety rules and regulations for use of art and craft tools and supplies. | Safety precautions in use of art and craft tools and supplies |
| | Apply first aid to minor injuries. | First aid techniques |

COURSE UNIT VII

CARE AND MAINTENANCE

OBJECTIVES: Use recommended procedures for cleaning and maintaining store.

Recognize necessity for keeping stock in order for easy accessibility and efficient job performance.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 16. Help keep store clean and orderly. | Select appropriate supplies for dusting work tables, counters, shelves, furniture, equipment, and displays. | Importance of cleaning tasks and attitudes toward performing tasks<br><br>Selection of the appropriate supplies for each cleaning task |
| | Keep supplies in order for easy accessibility. | Application of work simplification techniques to the performance of cleaning tasks (management of time and energy)<br><br>Principles of motion economy |
| | Recognize hazards that may cause accidents in a business establishment. | Safety practices necessary when using equipment and supplies<br><br>Importance of unobstructed passageways or aisles<br><br>Safety principles involved in moving furniture and arrangements |

BRIDAL CONSULTANT

## BRIDAL CONSULTANT JOB ANALYSIS

(Used in interviews with managers, owners, and personnel in department stores and specialty shops, clothing rental businesses and with professional wedding consultants.)

Name of Business _____ Date _____

Person Interviewed _____ Interviewer _____

DIRECTIONS: Please check in the appropriate column the responsibilities you expect a student to assume when working as a bridal consultant. In the proposed schedule column, indicate when during the school year you plan for the student to take up each task or group of tasks. This information will aid the teacher-coordinator in developing an individualized training plan for the student.

A bridal consultant assumes numerous responsibilities in assisting the bride in planning her wedding and selecting wedding apparel and trousseau. Working with the supervision of experienced personnel, he or she performs the following functions:

| | DAILY | OCCASIONALLY | DOES NOT APPLY | PROPOSED SCHEDULE |
|---|---|---|---|---|
| 1. Help to evaluate own progress in meeting job responsibilities. | | | | |
| 2. Observe policies of the establishment concerning work schedules, absences, and other regulations. | | | | |
| 3. Accept instruction and guidance from supervisory personnel. | | | | |
| 4. Work as a member of the team, rotating job responsibilities as outlined by supervisory personnel. | | | | |
| 5. Assist other employees when necessary. | | | | |
| 6. Work in an efficient manner. | | | | |
| 7. Compile list of prospects from newspaper announcements of engagements or fashion show responses. | | | | |
| 8. Mail promotional material to offer own and store's services as consultant. | | | | |
| 9. Answer telephone and perform other clerical duties when necessary. | | | | |

| | DAILY | OCCASIONALLY | DOES NOT APPLY | PROPOSED SCHEDULE |
|---|---|---|---|---|
| 10. Greet and assist brides in a pleasant and efficient way. | | | | |
| 11. Become familiar with merchandise. | | | | |
| 12. Read and recall label and product information. | | | | |
| 13. Accompany bride when shopping in store or shop for her. | | | | |
| 14. Display merchandise to bride. | | | | |
| 15. Select standardized garments nearest to individual's measurements. | | | | |
| 16. Discuss construction, features, qualities, functions, use, and care of merchandise with bride. | | | | |
| 17. Advise bride as to current fashion and recommend style of garment to suit age and figure. | | | | |
| 18. Advise bride on wedding etiquette. | | | | |
| 19. Assist bride in planning the wedding budget. | | | | |
| 20. Recommend wedding gown for bride and apparel for groom, attendants, ushers, and mothers appropriate for degree of wedding formality. | | | | |
| 21. Assist bride in selection of wedding trousseau. | | | | |
| 22. Assist bride in coordinating garments and accessories. | | | | |
| 23. Advise bride on how to wear accessories. | | | | |
| 24. Advise bride on becoming makeup and hair styles. | | | | |
| 25. Examine garment on individual. | | | | |
| 26. Fit garment and mark or pin needed alterations. | | | | |

| | DAILY | OCCASIONALLY | DOES NOT APPLY | PROPOSED SCHEDULE |
|---|---|---|---|---|
| 27. Make minor alterations and repairs. | | | | |
| 28. Make wedding veils. | | | | |
| 29. Press when necessary during alteration and repair process. | | | | |
| 30. Press garment. | | | | |
| 31. Advise bride in selection of tableware, flatware, glassware, stationery, invitations, announcements, and gifts. | | | | |
| 32. Compile and maintain gift registry on which items purchased at store for bride and groom are listed. | | | | |
| 33. Fill out cards for bridal selections and arrange bridal table settings in the china department. | | | | |
| 34. Arrange for photographer to take pictures of bride and of wedding party. | | | | |
| 35. Assist with plans for showers and teas. | | | | |
| 36. Arrange for decorations and flowers for wedding and reception. | | | | |
| 37. Arrange catering for wedding reception. | | | | |
| 38. Attend rehearsals, the wedding, and reception. | | | | |
| 39. Write a complete description of wedding for the newspaper. | | | | |
| 40. Prepare attractive displays of merchandise in store or store windows. | | | | |
| 41. Assist in planning and presenting bridal fashion shows. | | | | |
| 42. Assist in keeping store clean and orderly. | | | | |

COURSE UNIT I

WHAT IS A BRIDAL CONSULTANT?

OBJECTIVES: Become aware of tasks and competencies involved in working as a bridal consultant.

Evaluate self in terms of personal qualities related to success as a bridal consultant.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 1. Help to evaluate own progress in meeting job responsibilities. | Relate job responsibilities to personal qualities and to type bridal consultant services offered. | Job opportunities for bridal consultants<br><br>Task assumed by bridal consultants<br><br>Personal qualities and abilities needed by a successful bridal consultant |
| | Evaluate self in terms of ability to meet job responsibilities. | Importance of self evaluation<br><br>Criteria for successful performance of a job<br><br>Ways to use these criteria to evaluate personal progress in meeting job requirements |

COURSE UNIT II

BRIDAL CONSULTANT--MEMBER OF A TEAM

OBJECTIVES: Identify policies and procedures which relate to the position of bridal consultant.

Recognize the relationship between job success and interpersonal relationships.

Apply policies and rules of conduct to particular job.

Describe attitudes toward interpersonal relationships (employer-employee, employee-employee, employee-customer) which are conducive to job success.

Apply principles of motion economy to tasks performed on the job.

Evaluate own work habits and plan for self-improvement.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 2. Observe policies of the establishment concerning work schedules, absences, and other regulations. | Accept and follow policies of the business firm. | Typical policies and procedures of retail business<br><br>Importance of following policies and procedures in a particular business<br><br>Need for flexibility in performance of duties as a bridal consultant |
| 3. Accept instruction and guidance from supervisory personnel. | Accept and follow directions and instruction from persons in authority. | Attitudes which contribute to effective employer-employee, employee-employee, and employee-customer relationships |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 4. Work as a member of the team, rotating job responsibilities as outlined by supervisory personnel. | | Importance of willingness to accept and carry out various assigned tasks |
| 5. Assist other employees when necessary. | Assist other employees. | Necessity of working cooperatively with other employees |
| 6. Work in an efficient manner. | Perform tasks in an efficient manner. | Efficient work methods suitable for a bridal consultant |
| | Maintain clean and orderly work surface. | Importance of clean work surface and hands in handling clothing |

COURSE UNIT III

OFFERING BRIDAL CONSULTANT SERVICES

OBJECTIVES: Describe procedures for offering services of bridal consultant.

Practice techniques which make the bride feel welcome.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 7. Compile list of prospects from newspaper announcements of engagements or fashion show responses. | Compile list of prospective customers. | Procedures for compiling list of prospects |
| 8. Mail promotional material to offer own and store's services as consultant. | Follow acceptable procedures in offering own and store's services. | Services frequently offered by bridal consultant<br>Letter writing techniques |
| 9. Answer telephone and perform other clerical duties when necessary. | Answer telephone following prescribed procedure. | Telephone etiquette<br>Necessity for accuracy in recording information resulting from telephone conversations |
| | Perform clerical duties assigned to a bridal consultant. | Importance of neatness and accuracy on performing clerical duties |
| 10. Greet and assist brides in a pleasant and efficient way. | Establish rapport with others. | Importance of first impression |
| | Assist brides. | Procedures for assisting brides |
| | Leave a good impression with bride. | Importance of positive contacts with bride |

COURSE UNIT IV

KNOWING THE MERCHANDISE

OBJECTIVES: Demonstrate familiarity with merchandise.

Read and interpret label and product information.

Determine bride's needs.

Plan purchases for specific situations.

Describe characteristics of various merchandise.

Demonstrate ability to advise concerning style for individual.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 11. Become familiar with merchandise. | Provide information about merchandise. | Information about merchandise which may be of interest to brides |
| 12. Read and recall label and product information. | Cite information from labels, tags, and other sources. | Information available on merchandise labels, in instruction books, on guarantees or in other sources |
| | | Labeling laws |
| | | Importance of keeping informed about product developments |
| | | Ways to keep up with product developments |
| 13. Accompany bride when shopping in store or shop for her. | Recognize current merchandise trends. | Current innovations and trends of interest to bride |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | Identify bride's needs. | Factors influencing bride's needs and preferences |
| | | Types of questions to use in determining bride's needs |
| 14. Display merchandise to bride. | Show merchandise to bride. | Procedures for displaying and handling merchandise |
| 15. Select standardized garments nearest to individual's measurements. | Determine correct garment size for a specific individual. | Garment sizing |
| 16. Discuss construction, features, qualities, functions, use, and care of merchandise with bride. | Describe features and qualities of various fabrics and merchandise. | Construction and production techniques |
| | | Fabric finishes |
| | | Procedures for determining quality |
| | Use appropriate textiles and merchandise terms. | Textile and merchandise terminology |
| | | Trade and brand names |
| | Describe features and uses of various merchandise. | Value of various features |
| | | Uses for which various merchandise is suited |
| | Recommend care and treatment of various fabrics and merchandise. | Care required by various fabrics and merchandise |
| 17. Advise bride as to current fashion and recommend style of garment to suit age and figure. | Apply the basic rules for using color, line, form, and texture in assisting brides with their selections. | Elements of design and their application |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | Apply basic rules for using proportion, balance, rhythm, emphasis, and harmony in assisting brides with their selections. | Principles of design and their application |
| | Use appropriate fashion terms. | Fashion terminology |
| | Recognize current fashion trends. | Fads, fashion, and styles |
| | | Fashion designers |

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COURSE UNIT V

COORDINATING WEDDING APPAREL AND TROUSSEAU

OBJECTIVES: Explain various aspects of wedding apparel and trousseau.

Describe financial considerations related to the wedding.

Describe apparel appropriate for weddings varying in formality.

Demonstrate ability to coordinate garments and accessories appropriate for varying seasons, climates and situations.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 18. Advise bride on wedding etiquette. | Provide information about wedding etiquette. | Types of weddings<br>Wedding etiquette<br>Wedding procedures<br>Religious variations |
| 19. Assist bride in planning the wedding budget. | Answer questions related to the wedding budget. | Division of wedding costs<br>Price ranges for wedding expenses<br>Factors influencing cost of wedding |
| 20. Recommend wedding gown for bride and apparel for groom, attendants, ushers, and mothers appropriate for degree of wedding formality. | Show garments suitable for specific type wedding. | Styles and fashions in wedding gowns and apparel<br>Apparel appropriate for various types of weddings |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 21. Assist bride in selection of wedding trousseau. | Show garments suitable for bride's trousseau. | Garments appropriate for varying seasons, climates, and situations |
| 22. Assist bride in coordinating garments and accessories. | Show accessories suitable for specific garments, individuals, and occasion. | Coordination of garments and accessories |
| 23. Advise bride on how to wear accessories. | Demonstrate ways to wear accessories. | Accessories for specific occasions<br>Accessory trends and fashions<br>Sources of information on ways to wear accessories |
| 24. Advise bride on becoming makeup and hair styles. | Show becoming makeup and hairstyles for bride. | Makeup trends<br>Use of makeup to correct flaws and enhance features<br>Hair style trends<br>Hair styles for various face shapes |

COURSE UNIT VI

FITTING AND FINISHING TOUCHES

OBJECTIVES: Examine garment and analyze fitting problems.

Identify procedures for making desired alterations on garment for proper fit.

Appreciate importance of well-fitted garments for comfort and attractiveness.

Explain procedures for making minor alterations and repairs.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 25. Examine garment on individual. | Check garment on individual, examining: | Fitting as a most important ability in becoming a successful fashion coordinator. |
| | Location and slope of shoulder line<br>Position of waistline<br>Location of grainline<br>Length of bodice and sleeve<br>Position of darts in bodice and sleeves<br>Ease at bust<br>Measurement of waistline<br>Ease at hipline<br>Hemline<br>Location of side seams. | Importance of a well-fitted garment<br>Importance of grainline in fit of garment |
| | Note figure proportions of individual that create fitting problems. | Causes of fitting problems in terms of figure proportions and posture |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | Analyze fitting problems of customer. | Characteristics of a well-fitted garment |
| | Offer suggestions to consumer for desirable alterations when requested. | |
| 26. Fit garment and mark or pin needed alterations. | Fit garment to satisfaction of customer. | Types of alteration that eliminate common fitting problems |
| | Maintain grainline in fitting. | |
| | Mark or pin garment indicating desired alterations. | Markings which are used to indicate the alterations to be made |
| 27. Make minor alterations and repairs. | Perform skillfully such alterations and repairs as:<br>Sewing on fasteners<br>Repairing hems<br>Sewing rips and seams<br>Adjusting hem length. | Standards and techniques of professional looking alterations and repairs |
| 28. Make wedding veils. | Choose appropriate techniques for making wedding veils. | Procedures for making wedding veils |
| 29. Press when necessary during alteration and repair process. | Determine and use techniques of pressing suitable for fabric by:<br>Experimenting to find the best procedure--amount of pressure, moisture, and correct temperature to use on fabric. | Characteristics of fabrics that influence pressing procedure and temperature setting<br><br>Iron or presser controls |
| | Read labels to determine temperature to use when pressing fabric. | Importance of testing samples (seams) due to great variety of fiber combinations |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | Use most efficient pressing tools for a particular job. | Function of each piece of pressing equipment |
| | Observe safety practices in use of equipment. | |
| | Care for pressing equipment. | Methods of and importance of caring for equipment |
| | Use correct techniques when pressing each construction process, such as hems, curves, darts, seams. | Importance of pressing as an essential part of altering and repairing |
| 30. Press garment. | Use desirable sequence in final pressing of garment. | Importance of sequence in pressing of garment |
| | Press with grainline. | Importance of pressing with grainline in determining appearance of garment |
| | Press to mold garments. | |

COURSE UNIT VII

BRIDAL SELECTIONS

OBJECTIVES: Demonstrate ability to advise customers in making various selections.

Describe procedures in compiling and maintaining a bridal registry.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 31. Advise bride in selection of tableware, flatware, glassware, stationery, invitations, announcements, and gifts. | Apply principles involved in coordination of tableware, flatware, and glassware. | Principles involved in coordination of tableware, flatware, and glassware<br><br>Trends in tableware, flatware, and glassware |
| | Suggest invitations, announcements, and stationery appropriate for formality of wedding. | Type invitations, announcements and stationery available<br><br>Determining the type of invitation according to degree of wedding formality |
| | Describe gifts appropriate for the bride to present attendants. | Appropriate gifts for attendants |
| 32. Compile and maintain gift registry on which items purchased at store for bride and groom are listed. | Compile and maintain gift registry. | Information needed for gift registry<br><br>Procedures for maintaining gift registry |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 33. Fill out cards for bridal selections and arrange bridal table settings in the china department. | Arrange a table setting based on bridal selections. | Information needed on bridal display cards<br><br>Importance of keeping accurate and current files |

COURSE UNIT VIII

WEDDING PLANS

OBJECTIVES: Demonstrate ability to advise customer on wedding photography.

Describe considerations in planning showers and teas.

Use acceptable procedures in planning decorations and flowers for wedding and reception.

Explain considerations in arranging catering for wedding reception.

Demonstrate ability to assist with rehearsals, wedding, and reception.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 34. Arrange for photographer to take pictures of bride and of wedding party. | Work with photographer and bride to plan wedding pictures. | Photograph requirements of newspapers<br>Price ranges of wedding photography<br>Shots frequently taken at weddings<br>Positioning bride and wedding gown<br>Working with photographer |
| 35. Assist with plans for showers and teas. | Plan showers and teas. | Themes for showers and teas<br>Menus for showers and teas<br>Table arrangements and decorations<br>Guest lists |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 36. Arrange for decorations and flowers for wedding and reception. | Plan decorations and flowers for weddings and receptions. | Decorations and flowers appropriate for various types of weddings and receptions<br><br>Types of corsages and bouquets<br><br>Working with florist |
| 37. Arrange catering for wedding reception. | Work with bride and caterer to plan wedding reception. | Menus appropriate for wedding reception<br><br>Table arrangements for receptions<br><br>Traffic plans for receiving line and serving guests<br><br>Working with caterer |
| 38. Attend rehearsals, the wedding, and reception. | Assist with wedding and reception details. | Role of bridal consultant at rehearsals, wedding, and reception<br><br>Appropriate attire for bridal consultant when attending rehearsals, wedding, and reception |
| 39. Write a complete description of wedding for the newspaper. | Use appropriate newswriting techniques. | Information included in wedding stories<br><br>Importance of accuracy in recording names and facts<br><br>Descriptive words to use in describing wedding gown, apparel of wedding party and decorations<br><br>Policies of local newspaper |

COURSE UNIT IX

DISPLAY TECHNIQUES

OBJECTIVES: Recognize and accept proper procedures to follow when performing the responsibilities assigned to a bridal consultant.

Relate elements and principles of design to merchandise displays in store or store windows.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 40. Prepare attractive displays of merchandise in store or store windows. | Plan store window displays of wedding attire.<br><br>Accept suggestions from supervisory personnel in setting up displays. | Principles involved in selection and coordination of garments and accessories for display<br><br>Current color, fashion, and accessory trends |

COURSE UNIT X

BRIDAL FASHION SHOWS

OBJECTIVE: Describe procedures in planning and presenting a bridal fashion show.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 41. Assist in planning and presenting bridal fashion shows. | Follow acceptable procedures in planning and presenting bridal fashion shows. | Types of bridal fashion shows<br>Procedures for planning and presenting fashion show<br>Themes for bridal fashion shows<br>Facilities needed<br>Stage<br>Models and line-up<br>Commentator |

COURSE UNIT XI

CARE AND MAINTENANCE

OBJECTIVES: Use recommended procedures for cleaning and maintaining store.

Recognize necessity for keeping stock in order for easy accessibility and efficient job performance.

Identify principles of safety which relate to handling and storing merchandise.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 42. Assist in keeping store clean and orderly. | Select appropriate supplies for dusting work tables, counters, shelves, furniture, equipment, and displays. | Importance of cleaning tasks and attitudes toward performing tasks<br><br>Selection of the appropriate supplies for each cleaning task |
| | Keep supplies in order for easy accessibility. | Application of work simplification techniques to the performance of cleaning tasks (management of time and energy)<br><br>Principles of motion economy |
| | Keep stock straightened in stockroom and under counters. | General procedures to follow in caring for display merchandise<br><br>Importance of keeping work area well organized |
| | Recognize hazards that may cause accidents in a clothing department. | Safety practices necessary when using equipment and supplies |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | | Importance of unobstructed passage-ways or aisles<br><br>Safety principles involved in moving furniture and arrangements |

CHILD CARE AIDE

CHILD CARE AIDE JOB ANALYSIS

(Used in interviews with directors of child care centers)

Name of Center _____ Date _____

Person Interviewed _____ Interviewer _____

Directions: Please check in the appropriate column the responsibilities you expect an aide to assume when working in your child care center. In the proposed schedule column, indicate when during the school year you plan for the student to take up each task or group of tasks. This information will aid the teacher-coordinator in developing an individualized training plan for the student.

A child care aide assumes numerous responsibilities in caring for children in such sitations as day care centers, Head Start classes, childrens' homes, and private homes. Working under the direction of a qualified director, he or she performs the following functions:

| | DAILY | OCCASIONALLY | DOES NOT APPLY | PROPOSED SCHEDULE |
|---|---|---|---|---|
| 1. Become oriented to the child care center. | | | | |
| 2. Learn what is required of a child care aide. | | | | |
| 3. Observe policies of center concerning work schedules, absences, and health regulations. | | | | |
| 4. Work cooperatively with staff and accept instruction and guidance from director. | | | | |
| 5. Participate in staff planning and evaluating sessions concerned with center policies and program. | | | | |
| 6. Help to evaluate own progress in meeting responsibilities in the center. | | | | |
| 7. Follow regularly assigned schedule of responsibilities and assume other responsibilities as needed. | | | | |
| 8. Help to promote parent interest in the center. | | | | |
| 9. Help the children accept the center and participate in its activities. | | | | |

| | DAILY | OCCASIONALLY | DOES NOT APPLY | PROPOSED SCHEDULE |
|---|---|---|---|---|
| 10. Assist the children in developing a sense of "belonging" in the center. | | | | |
| 11. Help the children learn acceptable behavior patterns. | | | | |
| 12. Help the children learn the established routines of the center. | | | | |
| 13. Help the children become more independent in removing own garments, such as coats and sweaters. | | | | |
| 14. Assist the children in developing good housekeeping habits. | | | | |
| 15. Assist children with routines, such as toileting, washing hands, and hanging towels after use. | | | | |
| 16. Assist in arranging mats on floor for children's rest period. | | | | |
| 17. Supervise rest period of children. | | | | |
| 18. Help the children prepare for mealtime. | | | | |
| 19. Set the table for noon meal. | | | | |
| 20. Help the children understand the importance of eating nourishing foods. | | | | |
| 21. Help the children to develop good food habits and table manners. | | | | |
| 22. Help the children to develop positive, acceptable attitudes toward food and eating. | | | | |
| 23. Prepare and serve mid-morning and mid-afternoon snacks. | | | | |
| 24. Assume some responsibility, under supervision, for play and learning experiences of children. | | | | |
| 25. May relieve teachers for short periods, when needed, by reading stories to children, conducting finger plays, and leading songs. | | | | |
| 26. Help prepare and assemble play materials needed by teacher and/or director. | | | | |

| | DAILY | OCCASIONALLY | DOES NOT APPLY | PROPOSED SCHEDULE |
|---|---|---|---|---|
| 27. Arrange physical environment, under supervision of director, so it is appropriate for play and learning experiences. | | | | |
| 28. Help children with their nature and science experiences. | | | | |
| 29. Help maintain safety of the children during rest and play periods. | | | | |
| 30. Practice safety procedures by being alert to situations involving hazards to the safety of children. | | | | |
| 31. Assist in administering first aid at the center for minor accidents, cuts, and bruises. | | | | |
| 32. Observe accepted procedures for reporting signs of illness or discomfort in children. | | | | |
| 33. Help children establish sanitary habits. | | | | |
| 34. Feed infant as directed by parents and supervisor. | | | | |
| 35. Check infants when they cry and determine reasons for crying. | | | | |
| 36. Change diapers and other clothing when necessary. | | | | |
| 37. Supervise play period. | | | | |
| 38. Assist in supervising infants while they sleep. | | | | |
| 39. Bathe the infant. | | | | |
| 40. Follow safety precautions when caring for infants. | | | | |
| 41. Recognize symptoms of illness. | | | | |
| 42. Assist in the services provided for exceptional children in educational, institutional, or day care situations. | | | | |
| 43. Work with exceptional children and their parents. | | | | |

| | DAILY | OCCASIONALLY | DOES NOT APPLY | PROPOSED SCHEDULE |
|---|---|---|---|---|
| 44. Work with professional personnel in facilities for exceptional children. | | | | |
| 45. Handle certain clerical responsibilities for professional personnel. | | | | |
| 46. Report or record behavioral changes in each child. | | | | |
| 47. Assist professional staff in the overall evaluation of the progress of each child. | | | | |
| 48. Observe children for special behavior patterns and responses. | | | | |
| 49. Maintain discipline to prevent children from harming themselves and others. | | | | |
| 50. Assist exceptional children in activities involving motor control, motor coordination, and perceptual motor training. | | | | |
| 51. Guide exceptional children in activities involving mental abilities and intellectual-emotional development (educational-psychological needs). | | | | |
| 52. Feed exceptional children or assist these children with mealtime activities. | | | | |
| 53. Direct exceptional children in activities involving language abilities. | | | | |
| 54. Assist exceptional children with activities involving social skills. | | | | |
| 55. Train exceptional children in self-help skills. | | | | |

COURSE UNIT I

WHAT IS A CHILD CARE AIDE?

OBJECTIVES: Become aware of tasks, competencies, and opportunities involved in working as a child care aide.

Recognize employment opportunities in child care service.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 1. Become oriented to child care center. | List purposes and nature of the child care center in the community. | Purposes and objectives of child care centers<br><br>Reasons parents send children to child care centers<br><br>Purposes and eligibility requirements of organizations related to child care and training<br><br>Different types of child care centers<br><br>Characteristics of an approved child care center<br><br>State and local regulations which influence center policies and program activities |
| 2. Learn what is required of a child care aide. | | Responsibilities assigned to child care aides |
| | Analyze employment opportunties and training needs. | Employment opportunities for trained workers in child care |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | | Need for trained personnel in positions related to child care services |
| | Evaluate own personal qualities in relation to desirable characteristics of persons working as child care aides. | Personal characteristics which are desirable in those who work with children, such as being dependable, remaining calm in emergencies, and finding satisfaction in working with young children |
| 3. Observe policies of center concerning work schedules, absences, and health regulations. | Accept and follow policies of center program. | Necessity for following regulations specified by center |

COURSE UNIT II

CHILD CARE AIDE--A MEMBER OF THE TEAM

OBJECTIVES: Recognize factors which contribute to successful working relationships with others.

Assess own personal qualities in relation to job requirements.

Evaluate self periodically.

Identify factors involved in planning a satisfactory schedule for pre-school children.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 4. Work cooperatively with staff and accept instruction and guidance from director. | Work under supervision and follow directions effectively. | Importance of guidance from director in helping aide assume her role in the center<br><br>Necessity for teamwork and cooperation among members of center staff<br><br>Influence of behavior and attitudes of adults on the behavior of children<br><br>Relationship between self-understanding and understanding others<br><br>Ethical principles involved in working with children and staff at the center |
| 5. Participate in staff planning and evaluating sessions concerned with center policies and program. | Communicate with staff members in planning sessions. | Importance of group planning sessions in the over-all functioning of the center |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | | Topics to be discussed at planning sessions |
| 6. Help to evaluate own progress in meeting responsibilities in the center. | Evaluate own personal qualities, job requirements, and performance. | Need for self-evaluation of job performance<br><br>How to use results of self-evaluation to improve job performance |
| 7. Follow regularly assigned schedule of responsibilities and assume other responsibilities as needed. | Work with children and staff in job duties beyond giving and receiving instructions.<br><br>Help maintain daily routines and activities. | Importance of assuming assigned responsibilities and contributing to the center program<br><br>Importance of schedule and routines to the center activities<br><br>Types of opportunities for learning which should be provided in a daily work schedule at a child care center<br><br>Factors to consider when planning a daily schedule of activities for a child care center |

COURSE UNIT III

THE CHILD AND HIS FAMILY

OBJECTIVES: Recognize the basic needs of young children.

Describe characteristics of children from two to five.

Comprehend the principles and areas of development of children.

Analyze the influence of the family on the growth and development of children.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | Help create comfortable environment for children and help them feel secure and self-confident. | The family life cycle<br>Influence of family enviroment on development of child<br>The basic needs<br>Difference between growth and development<br>Principles of development<br>Characteristics of children from two to five |
| | Help children find a place within the group. | Areas of development--motor, social, emotional, intellectual, and moral |

COURSE UNIT IV

THE CHILD IN A CHILD CARE CENTER

OBJECTIVES: Recognize importance of parent-center relationships.

Identify procedures which will aid children in their adjustment to the center.

Discover from child's behavior the way he feels in a group situation.

Analyze own behavior and its effect upon the children.

Apply principles of guidance based on understanding of behavior.

Describe techniques of helping children gain self-reliance in performance of routine activities.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 8. Help to promote parent interest in center. | Relate well to parents. | Importance of interaction between parents and staff members<br><br>Factors to consider when evaluating parent-center relationships |
| 9. Help the children accept the center and participate in its activities. | Cultivate sensitivity to child's feelings about the center. | Variety of ways children adjust to new experiences |
| | Accept and welcome each child to center as he is, recognizing individual worth and dignity. | Procedures to be followed in receiving children and integrating them into center activities |
| | Help each child accept the absence of parents. | Significance of the activities included in the center program |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | Encourage children to express feelings and become interested in center activities. | Children's normal feelings of inadequacy in new situations |
| | Encourage and develop children's curiosity, problem-solving ability, and zest for living. | Relation of center experiences to the growth and development needs of children |
| | Develop happy relationships with children (rapport). | Ways in which basic needs of children can be met at center |
| 10. Assist the children in developing a sense of "belonging" in the center. | Establish and maintain child's sense of self-pride, self-worth, and self-satisfaction. | Behavior which will contribute to a child's feeling of adequacy and security |
| | Help children find a place within the group. | Ways to help child become a part of the group |
| 11. Help the children learn acceptable behavior patterns. | Use center-approved principles of guidance while working with children. | Guidance practices used by the center |
| | | Goals of discipline |
| | | Ways of working with children and maintaining discipline |
| | Discriminate between acceptable and unacceptable behavior patterns. | Factors influencing behavior patterns of children |
| | | Acceptable behavior patterns of children |
| | Observe and interpret behavior of children objectively. | How to recognize unusual behavior or discipline problems |
| | Discuss unusual behavior with director. | Appropriate procedure to follow when unusual behavior is observed |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 12. Help the children learn the established routines of the center. | Help maintain daily routines in activities of the children. | Relation of routines to child's development habits |
| 13. Help the children become more independent in removing own garments, such as coats and sweaters. | Stimulate independence in children. | Need for children to develop independence in simple self-help tasks appropriate at their age level<br><br>Ways of helping children help themselves |
| 14. Assist the children in developing good housekeeping habits. | Guide the children toward good habits, useful skills, wholesome attitudes, self-reliance, and independence. | Responsibilities that children are capable of accepting at this age level<br><br>Appropriate times for offering assistance or encouraging independence in children |
| | Set a good example for children to follow in housekeeping practices. | Values of good housekeeping habits |
| | Stimulate interest on the part of the children in helping to keep center neat, for example, discarding napkins after eating, flushing commode after toileting. | Need for children to be included in housekeeping activities of center |
| 15. Assist children with routines, such as toileting, washing hands, and hanging towels after use. | Accept children's interest in each other at toilet time. | Influence of adult attitudes and standards in promoting healthy adjustment of children in terms of toilet training |
| 16. Assist in arranging mats on floor for children's rest period. | Prepare room for rest period of children. | Ways to provide for rest and sleep needs of children in the center |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 16. Assist in arranging mats on floor for children's rest period. | Prepare room for rest period of children. | Ways to provide for rest and sleep needs of children in center |
| 17. Supervise rest period of children. | Keep a sleep chart for each child. | Amount of rest and sleep children need |
| | Help children prepare for "nap time". | Importance of quiet play before children's rest period |
| | Provide the proper atmosphere and controls for rest period. | Effective methods of preparing children for their rest period |
| | Recognize symptoms of fatigue. | Symptoms of fatigue |

COURSE UNIT V

CHILDREN'S FOOD AND EATING HABITS

OBJECTIVES: Relate appearance of food and table to acceptance of food.

Recognize necessity of guiding children in the establishment of wholesome food habits.

Identify environmental factors which influence eating habits of children.

Describe procedures to follow when supervising mealtime activities.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 18. Help the children prepare for mealtime. | Encourage children to wash hands before meals. | Importance of quiet play before mealtime |
| | | Types of play suitable prior to mealtime |
| | | Importance of personal cleanliness as related to food and eating |
| 19. Set the table for noon meal. | Set table correctly for menu. | Methods of setting an attractive table |
| | Arrange tables and chairs to insure comfort while the children are eating. | Effect of environmental influences on the mealtime situation |
| | Arrange attractive and appropriate table decorations. | |
| | Help children plan and make table decorations for special occations. | Importance of creative expression in children |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 20. Help the children understand the importance of eating nourishing foods. | Recognize kinds and amounts of food which meet nutritional needs of the children in the center. | Nutritional needs of children |
| 21. Help the children develop good food habits and table manners. | Accept eating practices--handling of silver and food--appropriate for children's ages. | Desirable eating habits and basic etiquette appropriate for age level of the children |
| | Handle situations when children refuse some foods. | Reasons children may refuse to eat and how to deal with this situation |
| | Set the stage for encouraging children to try new foods. | Effective methods of introducing new foods to children |
| | Show children how to use eating equipment and handle foods when eating. | Children's need for assistance in developing good food habits |
| | Guide children toward more independent eating practices. | Importance of patience in guiding eating practices of children |
| | Encourage self-help in eating. | |
| 22. Help the children to develop positive, acceptable attitudes toward food and eating. | Set good example when eating with the children to encourage and reinforce positive attitudes toward food. | Influence of adult attitudes on children's food acceptance |
| | Enjoy participating in snack and/or mealtime with the children. | The relationship between the way a child feels and his eating habits |
| | Make snack and/or mealtime a pleasant occasion. | Ways to insure pleasant mealtime experiences for children |
| | Help children to enjoy quiet conversation while eating. | Importance of guiding children's conversation and activities during snack and/or mealtime |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | Ignore some eating habits of children by giving attention and recognition in other ways. | Basic emotional and social needs of children as expressed in their attitudes toward eating |
| 23. Prepare and serve mid-morning and mid-afternoon snacks. | Set the stage for snack time. | Purpose of snacks for pre-school children |
| | Prepare snacks attractively for serving to the children. | Typical snack foods that are appropriate and liked by children |
| | Serve snacks to the children. | Sanitary methods of preparing and serving snacks |
| | | Ways to encourage children to eat snacks provided for them |

COURSE UNIT VI

CHILDREN'S PLAY--A LEARNING EXPERIENCE

OBJECTIVE: Plan play and learning experiences for children which will promote their mental, social, emotional, and physical development.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 24. Assume some responsibility, under supervision, for play and learning experiences of children. | Guide children in playing happily with others. | How children learn and develop through play (value of play) |
| | Help children find satisfaction in constructive play. | Role of play in the total growth process |
| | Show children acceptable ways to behave in play activities--sharing, etc. | Types of play and play activities |
| | | Contributions different types of play make to the child's development |
| | Encourage both individual and cooperative play. | Stages of development in play--solitary, parallel, etc. |
| | Help children select and use play materials and equipment with courage, safety, and skill, keeping rules of play to a minimum. | Ways of guiding children in safe, but constructive, play |
| | Control play and learning situations to reduce emotional behavior problems. | Individual differences in motor and social development of children which affect their play activities |
| | Respect individual differences and not expect equal performance from all children. | |

COURSE UNIT VII

BOOKS AND MUSIC FOR CHILDREN

OBJECTIVES: Recognize contributions of books and music to child's development.

Become adept in guiding story telling and musical activities.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 25. May relieve teachers, when needed, by reading stories to children, conducting finger plays and leading songs. | Suggest suitable books and stories of interest to a group of children. | Importance of stories, music, and finger plays in mental, physical, emotional, and social development of children<br><br>Suitable books for children of different ages<br><br>Criteria to use for evaluation of children's books |
| | Read or tell stories with animation and expression encouraging participation of children. | Techniques of story telling |
| | Draw pictures of story characters and/or let children draw pictures when telling stories. | Visual aids to use during story telling |
| | Help children learn to listen and to participate in group activities. | Techniques for meeting needs of children in group activities |
| | Watch for clues of fatigue, lack of interest, or over-stimulation. | Clues which indicate interest and/or response of children to the story |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | Select appropriate songs and singing games.<br><br>Lead songs and singing games. | Songs and rhythm activities appropriate for children of various ages<br><br>Rhythm instruments which can be easily made<br><br>Procedures to follow when directing musical activities<br><br>Developmental sequences for music activities |

COURSE UNIT VIII

TOYS AND GAMES FOR CHILDREN

OBJECTIVES: Analyze play equipment in relation to contribution it makes to child's development.

Plan procedures for directing children's games.

Evaluate toys and play equipment in terms of suitability for use by children.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 26. Help prepare and assemble play materials needed by teacher and/or director. | Make some judgments in selecting and preparing materials for children's activities. | Play materials which are most popular with children at different ages |
| | Organize play materials for most effective use by the teacher. | Kinds of play materials which contribute to the intellectual, physical, social, and emotional development of children |
| | Improvise play materials from inexpensive articles. | Playthings which can be made |
| 27. Arrange physical environment, under supervision of director, so it is appropriate for play and learning experiences. | Use and care for materials and equipment needed in play activities and learning experiences. | Kinds of materials and equipment available for use in the different areas of the center |
| | | Play activities and games appropriate for children at the center |
| | Select appropriate toys for children. | Criteria for evaluation of play equipment and toys |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | Lead children's games. | Techniques to follow when directing children's games<br><br>Games appropriate for young children |

COURSE UNIT IX

NATURE AND SCIENCE EXPERIENCES

OBJECTIVES: Develop attitudes which will promote children's interest in their environment.

Plan science activities which will aid children in concept development.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 28. Help children with their nature and science experiences. | Assist children in developing more interests and understandings of the world around them. | Children's need to explore and investigate their environment<br><br>Adult attitudes which will promote children's interest in their environment |
| | Help children care for a fish aquarium, baby turtles, or small pets. | |
| | Show children how to plant and care for seeds, flowers, and small vegetables. | Appropriate nature and science activities |
| | Let the children actually participate in the nature and science experiences rather than doing the tasks for them. | Procedures to observe when directing nature and science experiences for children |
| | Help children develop concepts of objects and words related to the world around them. | Concepts children are capable of forming |

COURSE UNIT X

HEALTH AND SAFETY

OBJECTIVES: Recognize importance of observing safety practices in the child care center and being alert to safety hazards.

Identify proper first aid practices and know limits of aid which can be administered.

Describe symptoms of illness which may appear in the children.

Recognize necessity of observing center and local health policies and sanitation regulations.

Plan activities which will aid children in forming safety habits and good health habits.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 29. Help maintain safety of the children during rest and play periods. | Maintain discipline to help insure safety of the children. | Causes of accidents<br>Importance of discipline in preventing avoidable accidents |
| | Encourage safety habits in handling play materials and equipment. | Safety precautions to be employed during play activities and routine periods |
| | Give close supervision to children during rest and play periods. | |
| 30. Practice safety procedures by being alert to situations involving hazards to the safety of children. | Observe and remove sources of danger, such as protruding nails, unsteady boards not properly supported. | Importance of foreseeing and avoiding hazardous sitations |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | Keep the center orderly and safe. | Need to inform director of the center concerning problems, such as play equipment hazards, maintenance needs |
| | Remain calm when accidents occur. | Procudure to follow when an accident occurs |
| | | Activities which can be used to teach safety practices |
| 31. Assist in administering first aid at the center for minor accidents, cuts, and bruises. | Apply medication to minor cuts and bruises. | Proper methods of first aid treatment for minor accidents |
| | Handle minor emergencies calmly and intelligently. | |
| 32. Observe accepted procedures for reporting signs of illness or discomfort in children. | Recognize and report early signs of illness or discomfort in children. | Characteristic symptoms of illness or discomfort |
| | | Common diseases of children |
| | | Policies established by the center in relation to care of the children |
| 33. Help children establish sanitary habits. | Follow center-approved health measure in working with children. | Sanitation practices which contribute to physical health of children |
| | Help children develop good health habits, such as washing hands after toileting and before eating; keeping objects out of mouth; covering mouth when coughing or sneezing. | Reasons for maintaining good health habits and how to help children develop them |
| | | Contributions personal cleanliness makes to child's physical well-being |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | Provide an environment that encourages cleanliness and healthful habits. | Importance of maintaining healthful surroundings<br><br>Activities which will help children reach health goals |
| | Set a good example by practicing good health habits. | Child care aide's contribution to the physical health of the children in the center through setting a good example |

COURSE UNIT XI

INFANT CARE

OBJECTIVES: Recognize characteristics and needs of infants.

Describe methods to use in caring for infants.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | | Characteristics of infants:<br>physical<br>emotional<br>social<br>intellectual |
| 34. Feed infant as directed by parents and supervisor. | Feed infant on schedule provided by parents. | Importance of following feeding schedules provided by parents |
| | | Ways of helping infant adjust to a feeding schedule |
| | | Typical feeding schedules |
| | Follow accepted procedures when bottle feeding infants. | Procedures to follow when bottle feeding |
| | Accept behavior of infant as he learns to eat solid foods. | Stages of development in learning to eat solid foods |
| | | Normal behavior when solid foods are introduced in infant's diet |
| | Help infants accept and learn to eat solid foods. | Procedures to follow when feeding solid foods to infant |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | | Importance of allowing infant to begin to feed himself when he is ready |
| | Feed infant in a calm, assured manner. | Relationship between behavior of adult during feeding and attitudes toward feeding formed by infant |
| 35. Check infants when they cry and determine reasons for crying. | | Crying as an infant's method of communication |
| | Interpret reason infant cries and handle situation accordingly. | How to interpret meanings of different kinds of crying and behavior |
| 36. Change diapers and other clothing when necessary. | | Types of diapers |
| | | Ways of folding diapers |
| | Change diapers following procedure recommended at center. | Procedure to follow when changing diapers |
| 37. Supervise play period. | | Role of play in infant's development |
| | Guide play activities of infants. | Typical play activities during the first year |
| | Evaluate toys in terms of safety features. | Criteria to consider in selection of toys for infants |
| | Provide objects for the infants' environment that will aid their development. | Contribution of stimulating environment to infant's development |
| 38. Assist in supervising infants while they sleep. | | Sleeping schedule for infants of different ages |
| | | Positions in which infants sleep and advantages of certain positions |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | Select appropriate activities for infants prior to going to sleep. | Procedures for preparing infant for sleep |
| | Supervise sleeping periods of infants. | Conditions conducive to sleep |
| 39. Bathe the infant. | Bathe infants following safe, accepted procedures. | Procedures to follow when bathing an infant |
| 40. Follow safety precautions when caring for infants. | | Necessity of constant alertness to potential safety hazards |
| | Keep infants safe during activities throughout the day. | Safety precautions to observe during the following activities of infants: bathing, sleeping, diapering, feeding, and playing |
| 41. Recognize symptoms of illness. | Recognize symptoms of illness and report these to supervisor. | Symptoms of illness in infants |
| | | Policy to observe when symptoms are noticed |
| | Take an infant's temperature. | Procedures for taking an infant's temperature |
| | | Characteristics of a healthy infant |

COURSE UNIT XII

THE EXCEPTIONAL CHILD

OBJECTIVES: Recognize the kinds of challenges that special education provides for the child care aide.

Identify basic similarities in the care and training of "normal" and exceptional children.

Determine appropriate techniques in supervising and caring for exceptional children.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 42. Assist in the services provided for exceptional children in educational, institutional, or day care situations. | Promote the program of services for exceptional children. | Different types of services and facilities, public and private, for exceptional children<br><br>Objectives of respective program or facilities |
| | Identify major problem areas in the development of exceptional children. | Types of exceptional children generally found in these settings<br><br>Known causes of mental retardation<br><br>Levels of retardation and care needed by each level<br><br>General characteristics of the mentally retarded<br><br>Selected clinical types of mental retardation and disorders associated with mental retardation |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 43. Work with exceptional children and their parents. | Communicate with exceptional children and their parents. | Skills and attitudes needed to work with exceptional children and their parents<br><br>Techniques for dealing with parents and/or families of exceptional children |
| 44. Work with professional personnel in facilities for exceptional children. | Translate directions of professional personnel into action in absence of these professionals. | Role of sub-professional personnel in relation to this program and/or facility |
| 45. Handle certain clerical responsibilities for professional personnel. | Transmit information to professional personnel with regard to the exceptional child and his parents. | Responsibilities of sub-professionals to professional personnel<br><br>Ethical behavior and importance of confidential information |
| 46. Report or record behavioral changes in each child. | Maintain adequate records on each child. | Methods to use in recording children's behavior |
| 47. Assist professional staff in overall evaluation of the progress of each child. | Evaluate progress of each child in relation to desired goals. | Need for continuing evaluation of children in the particular program of the facility |
| 48. Observe children for special behavior patterns and responses. | Reinforce desired behavior in a positive way. | Typical behavior patterns and defense mechanisms<br><br>Similarities in basic needs of retarded and "normal" children<br><br>Special needs of retarded children |
| 49. Maintain discipline to prevent children from harming themselves and others. | Guide children in ways which promote development of acceptable behavior patterns. | Special techniques of guidance and discipline to use when shaping behavior patterns of exceptional children |

| | TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|---|
| 50. | Assist exceptional children in activities involving motor control, motor coordination, and perceptual motor training. | Plan and direct various types of motor activities for exceptional children. | Games, art and crafts, and recreational activities for exceptional children |
| 51. | Guide exceptional children in activities involving mental abilities and intellectual-emotional development. | Direct various types of planned activities. | Appropriate story-time, music, and science activities |
| 52. | Feed exceptional children or assist these children with mealtime activities. | Show children with limited ability how to eat properly. | Eating habits and basic etiquette to be expected of exceptional children |
| 53. | Direct exceptional children in activities involving language abilities. | Encourage the child's development of language ability. | Guidelines to follow when directing activities involving language abilities |
| 54. | Assist exceptional children with activities involving social skills. | Teach appropriate social behavior. | Techniques to follow when directing activities involving social skills |
| 55. | Train exceptional children in self-help skills. | Observe educational techniques and safety practices when working with children. | Procedures to follow when helping children with toileting and dressing<br><br>Basic home nursing procedures for care of non-ambulatory child |

CLOTHING ASSISTANT

CLOTHING ASSISTANT JOB ANALYSIS

(Used in interviews with head alteration personnel
in stores and cleaning establishments.)

Name of Business _____ Date _____

Person Interviewed _____ Interviewer _____

DIRECTIONS: Please check in the appropriate column the responsibilities you expect a student to assume when working as a clothing assistant. In the proposed schedule column, indicate when during the school year you plan for the student to take up each task or group of tasks. This information will aid the teacher-coordinator in developing an individualized training plan for the student.

A clothing assistant assumes numerous responsibilities in the alteration and care of clothing in such situations as a department store or drycleaning establishment. Working under the supervision of alteration personnel he or she performs the following functions:

| | DAILY | OCCASIONALLY | DOES NOT APPLY | PROPOSED SCHEDULE |
|---|---|---|---|---|
| 1. Perform duties assigned to clothing assistant. | | | | |
| 2. Examine garment on customer. | | | | |
| 3. Analyze fitting problems. | | | | |
| 4. Fit garments and mark or pin needed alterations. | | | | |
| 5. Select appropriate tools and equipment for each task. | | | | |
| 6. Care for equipment. | | | | |
| 7. Use equipment efficiently and safely. | | | | |
| 8. Work in an efficient manner. | | | | |
| 9. Interpret alteration markings on tags or garments. | | | | |

| | DAILY | OCCASION-ALLY | DOES NOT APPLY | PROPOSED SCHEDULE |
|---|---|---|---|---|
| 10. Make alterations using appropriate construction techniques. | | | | |
| 11. Repair clothing using appropriate sewing techniques. | | | | |
| 12. Use appropriate pressing equipment and techniques. | | | | |
| 13. Press during each alteration process as needed. | | | | |
| 14. Press finished garment. | | | | |
| 15. Receive and label garments brought in by customers. | | | | |
| 16. Bag garments after cleaning. | | | | |
| 17. Keep records of work completed. | | | | |
| 18. Recognize characteristics of fabrics of different fiber content. | | | | |
| 19. Use appropriate construction and pressing techniques with different fabrics. | | | | |

COURSE UNIT I

WHAT IS A CLOTHING ASSISTANT?

OBJECTIVES: Become aware of tasks and competencies involved in working as a clothing assistant.

Evaluate self in terms of personal qualities related to success as a clothing assistant.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 1. Perform duties assigned to clothing assistant. | Relate job opportunities to own personal qualities and to the type of alteration department. | Job opportunities for clothing assistant<br><br>Importance of an alteration department to a business establishment<br><br>Responsibilities of alteration tailor and clothing assistant<br><br>Satisfaction derived by working as clothing assistant<br><br>Personal qualities and abilities needed by a successful clothing assistant<br><br>Factors which contribute to good employer-employee, employee-employee, and employee-customer relations |

COURSE UNIT II

FITTING READY-MADE GARMENTS

OBJECTIVES: Examine garment and analyze fitting problems.

Identify procedure for making desired alterations on garment for proper fit.

Appreciate importance of a well-fitted garment for comfort and attractiveness.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 2. Examine garment on customer. | Check garment on customer, examining: | Fitting as a most important ability in becoming a successful clothing assistant |
| | Location and slope of shoulder line | Importance of a well-fitted garment |
| | Position of waistline | |
| | Location of grain lines | Importance of grain line in fit of garment |
| | Length of bodice and sleeve | |
| | Position of darts in bodice and sleeve | |
| | Ease at bust | |
| | Measurement of waistline | |
| | Ease at hip line | |
| | Hemline | |
| | Location of side seams | |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | Note figure proportions of customer that create fitting problems. | Causes of fitting problems in terms of figure proportions and posture |
| 3. Analyze fitting problems. | Analyze fitting problems of customer.<br><br>Offer suggestions to customer for desirable alterations when requested. | Characteristics of a well-fitted garment |
| 4. Fit garment and mark or pin needed alterations. | Fit garment to satisfaction of customer.<br><br>Maintain grain line in fitting.<br><br>Mark or pin garment indicating desired alterations. | Types of alterations that eliminate common fitting problems<br><br>Markings which are used to indicate the alteration to be made |

COURSE UNIT III

SELECTION, USE, AND CARE OF EQUIPMENT

OBJECTIVES: Recognize factors to consider in the selection, use, and care of equipment needed in making clothing alterations and repairs.

Identify and practice safety precautions in the use of equipment.

Recognize importance of efficient use of time and energy when making repairs and alterations.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 5. Select appropriate tools and equipment for each task. | Select and purchase (when self-employed) sewing equipment and tools, such as sewing machines, irons, and small tools, needed for working efficiently as clothing assistant. | The tools of the trade and the major function each serves<br><br>The importance of selecting the most efficient tool or equipment for the job to be performed |
| | Select small tools and equipment appropriate for particular sewing job. | Basis for selection of sewing tools and equipment in relation to fabric and construction techniques |
| 6. Care for equipment. | Keep sewing machine clean and oiled. | Cleaning procedures and materials for cleaning |
| | Maintain other kinds of equipment and tools in optimum working condition. | Importance of proper maintenance of equipment for efficiency |
| 7. Use equipment efficiently and safely. | Operate efficiently various types of sewing equipment. | Relation of equipment and technique to speed and fatigue |



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| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | Arrange efficient work center, placing equipment within easy reach when sewing, considering proper height of work surfaces. | Importance of developing good habits in use of sewing equipment<br><br>Work center as an important factor in speed of production and in fatigue of worker |
| | Use accepted shop safety practices. | Hazards common in use of equipment<br><br>Importance of using safety precautions |

COURSE UNIT IV

GUIDES TO CLOTHING ALTERATIONS

OBJECTIVES: Select and use the correct handstitch for various types of alterations and repairs.

Interpret alteration markings on garments or tags.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 8. Work in an efficient manner. | Use efficient methods of sewing. | Efficient method of performing a skill with safety, comfort, and speed |
| | Organize work before starting to sew. | |
| | Maintain clean and orderly work surface. | Importance of clean work surface and hands in handling customer's garments |
| | Assess method of work to improve speed and quality of work. | Necessity for orderly work surface for efficient production of high quality work |
| 9. Interpret alteration markings on tags and garments. | Follow instruction listed on tag. | Importance of meeting customer expectation in alterations |
| | Rip stitching without damaging fabric. | Importance of observing original construction of garment before ripping |
| | | Possible damage resulting from careless ripping |
| | Produce high-quality work. | Importance of high-quality workmanship in relation to customer satisfactions |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
| --- | --- | --- |
| | | Relation of speed and quality workmanship to success of business |

COURSE UNIT V

WOMEN'S CLOTHING ALTERATIONS

OBJECTIVES: Identify and use methods which will result in professional-looking alterations.

Appreciate value and importance of quality workmanship.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 10. Make alterations using appropriate construction techniques, such as: | Select construction technique appropriate for making each type alteration or repair. | Relation of appropriate construction technique to fabric and style |
| Shorten or lengthen coats, dresses, and skirts | Perform skillfully such construction techniques as: | Standards and techniques of professional-looking alterations |
| Lengthen or shorten bodice | Making seams | |
| Increase or reduce bust size | Finishing seams | |
| Increase or decrease hip measurement | Making darts or tucks | |
| Enlarge or decrease waist measurement | Hemming | |
| Change location and length of darts | Understitching | |
| | Joining skirt and bodice | |
| | Sewing in zipper | |
| | Attaching skirt band | |

COURSE UNIT VI

MEN'S CLOTHING ALTERATIONS

OBJECTIVES: Identify and use methods which will result in professional-looking alterations.

Appreciate value and importance of quality workmanship.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 10. Make alterations using appropriate construction techniques, such as:<br><br>Shorten or lengthen trousers, coat sleeves, and suit coats<br><br>Taper legs of trousers<br><br>Adjust crotch of trousers<br><br>Replace pockets<br><br>Remove excess width in coats<br><br>Enlarge or decrease waist measurement | Produce high quality work.<br><br>Select construction technique appropriate for making each type of alteration.<br><br>Perform skillfully such construction techniques as:<br><br>Making seams<br><br>Finishing seams<br><br>Hemming | Relation of appropriate construction technique to fabric and style<br><br>Standards and techniques of professional-looking alterations |

COURSE UNIT VII

CLOTHING REPAIRS

OBJECTIVES: Identify and use methods which will result in professional-looking repairs.

Appreciate value and importance of quality workmanship.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 11. Repair clothing using appropriate sewing techniques such as:<br>Replace zippers<br>Sew on fasteners<br>Repair hems<br>Sew rips and seams<br>Mend tears and rips<br>Patch garment<br>Darn<br>Mend lining | Perform skillfully such repairs as:<br>Sewing in zippers<br>Sewing fasteners<br>Mending and darning | Standards and techniques of professional-looking repairs |

COURSE UNIT VIII

PRESSING TECHNIQUES

OBJECTIVES: Recognize the relationship between pressing and the appearance of the garment.

Apply correct procedures for pressing various fabrics and construction processes.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 12. Use appropriate pressing equipment and techniques. | Determine and use technique of pressing suitable for fabric by:<br><br>Experimenting to find the best procedure--amount of pressure, moisture, and correct temperature to use on fabric<br><br>Reading labels to determine temperature to use when pressing fabric | Characteristics of fabric that influence pressing procedure and temperature control<br><br>Iron or presser controls<br><br>Importance of testing samples (seams) due to great variety of fabric combinations on market |
| | Use most efficient pressing tools for a particular job. | Function of each piece of pressing equipment<br>sleeve board — point presser<br>needle board — puff iron<br>pounding block — press cloth<br>pressing ham |
| | Observe safety practices in use of equipment.<br><br>Care for pressing equipment. | Methods of and importance of caring for equipment |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 13. Press during each alteration process as needed. | Use correct techniques when pressing each construction process, such as hems, curves, darts, seams. | Importance of pressing as an essential part of altering and repairing |
| | Press to shape or mold pieces of garments. | Correct pressing techniques which contribute to achievement of high standard workmanship |
| | | Pressing to shape or mold a piece and its importance in fit of garment |
| 14. Press finished garment. | Use desirable sequence in final pressing of garment. | Importance of sequence in pressing of garment |
| | Press with grain line. | Importance of pressing with grain line in determining appearance of garment |
| | Press to mold garment. | |

COURSE UNIT IX

PROCEDURES IN DRYCLEANING ESTABLISHMENTS

OBJECTIVES: Identify procedures for receiving, labeling, and bagging garments.

Evaluate self in terms of attitudes and appearance.

Become familiar with steps in the drycleaning process.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 15. Receive and label garments brought in by customers. | Receive garments and accurately record the necessary information. | Importance of attitude and appearance during contacts with customers |
| | Label garments accurately. | Methods of labeling garments |
| | | Procedures used for "spotting" and cleaning garments |
| | | Pressing equipment used in drycleaning establishments |
| 16. Bag garments after cleaning. | Bag garments in an efficient manner. | Methods used for bagging and hanging garments |

COURSE UNIT X

BUSINESS ASPECTS

OBJECTIVE: Keep accurate records as required by the employer.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 17. Keep records of work completed. | Keep records expected by business establishment.<br><br>Help manager estimate time of construction as basis for developing cost chart, when asked to do so. | Importance of records to determine costs and income<br><br>Records needed for financial department<br><br>Importance of completing work on schedule |

COURSE UNIT XI

PERSONALITIES OF FABRICS

OBJECTIVES: Describe characteristics of different fabrics.

Select construction and pressing techniques in terms of fiber content of garment.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 18. Recognize characteristics of fabrics of different fiber content. | Identify fabric content of garments. | Characteristics of different fibers and fabrics |
| 19. Use appropriate construction and pressing techniques with different fabrics. | Make alterations and repairs using methods appropriate to the fiber content of the garment. | Construction techniques to use with different fabrics<br><br>Procedures for pressing different fabrics |



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COMPANION TO ELDERLY

## COMPANION TO THE ELDERLY JOB ANALYSIS

(Used in interviews with directors of nursing homes
and homes for the elderly, nurses and companions to the elderly)

Name of Home _____ Date _____

Person Interviewed _____ Interviewer _____

DIRECTIONS: Please check in the appropriate column the responsibilities you expect a student to assume when working as a companion to the elderly. In the proposed schedule column, indicate when during the school year you plan for the student to take up each task or group of tasks. This information will aid the teacher-coordinator in developing an individualized training plan for the student.

A companion to the elderly assumes numerous responsibilities in a home for the elderly assisting with the care of elderly persons. Working under the supervision of a person experienced in care of the elderly, he or she performs the following functions:

| | DAILY | OCCASIONALLY | DOES NOT APPLY | PROPOSED SCHEDULE |
|---|---|---|---|---|
| 1. Become oriented to work situation. | | | | |
| 2. Learn what is required of a companion to the elderly. | | | | |
| 3. Observe policies concerning work schedules, absences, and health regulations. | | | | |
| 4. Work cooperatively with staff and accept instruction and guidance from supervisory personnel. | | | | |
| 5. Participate in staff planning and evaluating sessions concerned with policies and program. | | | | |
| 6. Help to evaluate own progress in meeting responsibilities in the home. | | | | |
| 7. Follow regularly assigned schedule of responsibilities and assume other responsibilities as needed. | | | | |
| 8. Understand needs of elderly persons and their implications for giving satisfactory service. | | | | |

| | DAILY | OCCASIONALLY | DOES NOT APPLY | PROPOSED SCHEDULE |
|---|---|---|---|---|
| 9. Assist the elderly person with phychological needs. | | | | |
| 10. Assist the elderly person in grooming and dressing. | | | | |
| 11. Perform daily clothing care tasks. | | | | |
| 12. Launder, iron or press, fold, and put away clothing. | | | | |
| 13. Obtain clothing care services as needed. | | | | |
| 14. Help plan suitable meals for elderly person. | | | | |
| 15. Follow standard procedures for preparing a variety of foods. | | | | |
| 16. Observe sanitary practices in handling food and equipment. | | | | |
| 17. Serve meals in manner prescribed by employer. | | | | |
| 18. Perform cleaning tasks as needed to maintain clean, orderly, and attractive living areas. | | | | |
| 19. Make beds. | | | | |
| 20. Care for decorative accessories. | | | | |
| 21. Observe proper safety measures to prevent accidents. | | | | |
| 22. Take appropriate actions in an emergency. | | | | |
| 23. Observe accepted procedures for reporting signs of illness or discomfort in elderly persons. | | | | |
| 24. Move elderly person as needed. | | | | |
| 25. Assist elderly persons who have various handicaps. | | | | |
| 26. Assist with recreational activities. | | | | |

| | DAILY | OCCASION-ALLY | DOES NOT APPLY | PROPOSED SCHEDULE |
|---|---|---|---|---|
| 27. Accompany elderly person to barber shop, beauty shop, doctor's office, shopping, or to a movie. | | | | |
| 28. Shop and run errands for the elderly person. | | | | |
| 29. Accompany person to church, to social gatherings, to call on friends. | | | | |
| 30. Assist the elderly person in entertaining family and friends. | | | | |
| 31. Assist the elderly person with correspondence and telephone calls. | | | | |

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COURSE UNIT I

WHAT IS A COMPANION TO THE ELDERLY?

OBJECTIVES: Become aware of tasks, competencies, and opportunities involved in working as a companion to the elderly.

Recognize employment opportunities for the companion to the elderly.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 1. Become oriented to work situation. | List purposes and nature of the home for the elderly in the community. | Purposes and objectives of home for the elderly<br><br>Reasons elderly persons are placed in homes<br><br>Different types of homes for the elderly<br><br>Characteristics of an approved home for the elderly<br><br>Laws and regulations which influence home policies and program activities |
| 2. Learn what is required of a companion to the elderly. | | Responsibilities assigned to a companion to the elderly<br><br>Importance of a companion in the operation of a home for the elderly |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | Analyze employment opportunities and training needs. | Employment opportunities for trained workers in geriatrics<br><br>Need for trained personnel in positions related to geriatrics |
| | Evaluate own personal qualities in relation to desirable characteristics of persons working as companions to the elderly. | Personal characteristics desirable in those who work with the elderly |
| 3. Observe policies concerning work schedules, absences, and health regulations. | Accept and follow policies of the home. | Necessity for following regulations specified by the home<br><br>Reasons for not accepting gifts or money from elderly persons |

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COURSE UNIT II

COMPANION TO ELDERLY--A MEMBER OF THE TEAM

OBJECTIVES: Recognize factors which contribute to successful working relationships with others.

Access own personal qualities in relation to job requirements.

Evaluate self periodically.

Identify factors involved in planning a satisfactory schedule for elderly persons.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 4. Work cooperatively with staff and accept instruction and guidance from supervisory personnel. | Work under supervision and follow directions effectively. | Importance of guidance from director in helping aide assume her role in the home<br><br>Necessity for teamwork and cooperation among members of the staff<br><br>Influence of behavior and attitudes of others on the behavior of the elderly<br><br>Relationship between understanding self and understanding others<br><br>Ethical principles involved in working with the elderly and staff at the home |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 5. Participate in staff planning and evaluating sessions concerned with policies and program. | Communicate with staff members in planning sessions. | Importance of group planning sessions |
| 6. Help to evaluate own progress in meeting responsibilities in the home. | Evaluate own personal qualities, job responsibilities, and performance. | Need for self-evaluation of job performance<br><br>How to use results of self-evaluation to improve job performance |
| 7. Follow regularly assigned schedule of responsibilities and assume other responsibilities as needed. | Work with elderly persons and staff in job duties beyond giving and receiving instructions.<br><br>Help maintain daily routines and activities. | Importance of assuming assigned responsibilities and contributing to the home program<br><br>Importance of schedule and routines to the home's activities<br><br>Types of activities which should be provided in the daily schedule of a home for the elderly |

COURSE UNIT III

THE ELDERLY PERSON

OBJECTIVES: Recognize basic needs of elderly persons.

Describe needs of elderly persons with different types of disabilities.

Describe characteristics of elderly persons.

Analyze implications of these needs for providing satisfactory service.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 8. Understand needs of elderly persons and their implications for giving satisfactory service. | Help create comfortable environment for elderly persons and help them feel secure and self-confident. | The family life cycle<br>Basic needs<br>Psychological and emotional changes<br>Role changes<br>Physical changes<br>Types of disabilities common to the elderly<br>Needs created by various disabilities<br>Characteristics of elderly persons |

COURSE UNIT IV

PSYCHOLOGICAL NEEDS

OBJECTIVES: Describe ways to help elderly person accept his stage in the life cycle.

Explain ways to help elderly persons maintain dignity, sense or worth, and interest in life.

Identify religious and cultural values, patterns, and differences.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 9. Assist the elderly person with psychological needs. | Help each elderly person accept his stage in the life cycle. | Ways to help elderly persons accept their stage in the life cycle |
| | | Ways to help elderly person learn the established routines of the home |
| | | Working with the family of the new patient |
| | Help elderly persons maintain dignity, sense of worth, and interest in life | Encouraging person to help himself as much as possible in daily activities |
| | | Value of self-care |
| | | Helping elderly persons broaden their horizons |
| | | Religious and cultural values, patterns and differences |
| | Understand emotions of elderly. | Basic emotional needs of the elderly |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | | Characteristics of the elderly person's emotions<br><br>Dealing with behavioral problems<br><br>Terminal illness and death |
| | Be consistent in relationships with elderly persons. | Importance of consistent good humor in care of elderly persons<br><br>Appropriate reactions to unpleasant situations |

COURSE UNIT V

PHYSICAL NEEDS--GROOMING AND DRESSING

OBJECTIVES: Describe procedures for bathing an elderly person.

Describe techniques for helping the elderly person change clothes.

Identify procedures for shampooing and arranging hair.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 10. Assist the elderly person in grooming and dressing. | Prepare and give bath. | Procedures for tub bath, shower, and bed bath |
| | | Safety measures when bathing an elderly person |
| | | Skin care |
| | Assist with oral hygiene. | Care of teeth, mouth, and dentures |
| | Select appropriate procedures in assisting or dressing the elderly person. | Procedures for assisting with dressing or changing the elderly person's clothing |
| | Follow acceptable procedures for shampooing and arranging hair. | Procedures for shampooing and arranging hair |
| | Give manicures and pedicures. | Manicures and pedicures |
| | Observe acceptable procedures for shaving. | Procedures for shaving |

COURSE UNIT VI

PHYSICAL NEEDS--CLOTHING CARE

OBJECTIVES: Describe procedures for laundering clothing.

Describe procedure for pressing and repairing clothing.

Apply storage principles to clothing.

Explain how to polish shoes.

Summarize procedures for obtaining clothing care services.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 11. Perform daily clothing care tasks. | Give clothing daily care. | Procedures for hanging and putting away clothing |
| | | Storage of soiled clothing |
| | Polish shoes. | Supplies and procedures for polishing shoes |
| 12. Launder, iron or press, fold, and put away clothing. | Decide what fabric and colors may be laundered together. | Types of fabrics and colors which can be safely laundered together |
| | | Types of soil |
| | | Effects of various laundry supplies and different water temperatures on fabrics and colors |
| | | Types of pre-treatment for stain removal |

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| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | Use washer and dryer correctly. | Methods of loading laundry equipment and selecting water levels, temperatures, and time |
| | | Importance of thorough rinsing |
| | | Purposes and parts of dryer |
| | | Procedures for using dryer |
| | | Correct procedures for cleaning special articles |
| | | Differences between soaps and synthetic detergents and "mild" and "heavy duty" products |
| | | Purpose and uses of fabric softeners and bleaches |
| | | Relationship between type of detergent, water temperature, and washing time |
| | Use an iron effectively. | Efficient methods of ironing |
| | | Convenient arrangement of equipment for ironing |
| | Fold clothes and linens neatly. | Methods of folding to prevent wrinkles |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | Put laundry away carefully. | Suitable storage of clean clothes and linens |
| 13. Obtain clothing care services as needed. | Obtain clothing care services. | Procedures for obtaining clothing care services |

COURSE UNIT VII

PHYSICAL NEEDS--FOOD

OBJECTIVES: Summarize nutritional needs of elderly persons.

Explain guides for planning nutritious meals for the elderly.

Describe procedures to be used in the preparation of quality food products.

Recognize principles of sanitation which apply to food preparation.

Describe procedures for setting the table for different types of service.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 14. Help plan, suitable meals for elderly persons. | Observe special nutritional needs and food problems of elderly persons. | Basic Four Food Groups and functions of each |
| | | Nutritional needs of elderly |
| | | Diet terminology |
| | | Kinds of diets and diet supplements |
| | Use Basic Four Food Groups in menu planning. | Menu planning |
| | Recognize personal habits, likes, and dislikes. | Common food habits of elderly persons |
| 15. Follow standard procedures for preparing a variety of foods. | Follow standard recipes. | Terminology, abbreviations, substitutions, and equivalents used in recipes |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | | Importance of following standard procedures when using a recipe |
| | | Characteristics of a standard recipe |
| | Use standard weights and measures in preparing foods. | Procedures to follow when measuring and weighing foods |
| | Prepare foods following standardized procedures and recipes. | Various processes of food preparation |
| | Assemble ingredients and equipment for various processes of food preparation. | Correct temperatures for preparing foods |
| 16. Observe sanitary practices in handling food and equipment. | Store food and supplies in appropriate facilities. | Principles of storing food and supplies |
| | Use judgment in handling food, equipment, and supplies in a sanitary manner. | Types of food-borne illness |
| | | Ways disease and food-borne illnesses may be spread through careless handling of contaminated utensils, equipment, and food |
| | | Procedures to follow to prevent food-borne illnesses |
| | | Necessity for evaluation of personal habits related to cleanliness and sanitation |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | Wash dishes and utensils using efficient, sanitary techniques and appropriate materials and equipment. | Appropriate procedures for dishwashing<br><br>Proper use and care of dishwashing equipment |
| | Perform housekeeping tasks assigned in an efficient and sanitary manner. | Importance of maintaining all surfaces in a sanitary manner<br><br>Difference between cleaning and sanitizing<br><br>Procedures for cleaning and sanitizing surfaces and equipment |
| | Select the correct materials for cleaning tables and chairs. | Procedures for cleaning tables and chairs |
| 17. Serve meals in manner prescribed by employer. | Set tables in manner prescribed by employer. | Terms related to table settings<br><br>Methods of setting table |
| | Serve food using appropriate procedures. | Techniques used in serving food<br><br>Order in which service is performed for different meals |
| | Examine trays for completeness according to a prescribed manner. | Importance of scanning trays to make sure that all trays contain the specified portions to meet the qualifications and standards of the menu |
| | Serve food in appetizing manner and in appropriate quantities. | Ways to serve food in an attractive manner |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | | Quantities of food appropriate for elderly persons<br><br>Procedures for handling food<br><br>Importance of eating as a social occasion |
| | Feed the elderly person when necessary. | Equipment for feeding an elderly person<br><br>Procedures for feeding an elderly person |

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COURSE UNIT VIII

PHYSICAL NEEDS--MAINTAINING LIVING AREAS

OBJECTIVES: Follow correct procedures in selection, use and care of the equipment and supplies necessary for performing tasks.

Follow acceptable methods and sequences when performing all cleaning tasks.

Recognize and use sanitary procedures in performing all cleaning tasks.

Relate elements and principles of design to arranging flowers and accessories.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 18. Perform cleaning tasks as needed to maintain clean, orderly, and attractive living areas. | Plan sequence of cleaning tasks. | Sequencing tasks to avoid upsetting daily routine of elderly |
| | Evaluate own work. | Standards of cleanliness to be met in homes for the elderly |
| | Select, use, and care for equipment and supplies. | The proper equipment and supplies to use in performing tasks |
| | | Correct use of a variety of equipment and supplies to minimize confusion and noise |
| | | General procedures to follow in caring for equipment and supplies |
| | Recognize safety hazards that may cause accidents. | Safety principles necessary in using equipment and supplies |
| | | Principles of body mechanics |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | Collect and empty trash, ash trays, partially filled glasses, pitchers, and ice buckets. | Procedures for collecting and emptying trash and glasses |
| | Remove and replace light bulbs when necessary. | Safety procedures to follow in removing and replacing light bulbs |
| | Clean different types of flooring using proper method of cleaning. | Major categories of flooring and acceptable methods for cleaning each type |
| | | Different types of mopping |
| | | Procedures for dusting, mopping, and scrubbing |
| | Use a variety of cleaning and sanitizing supplies. | Purpose of sanitizing bathroom |
| | | Procedure for cleaning and sanitizing bathroom |
| | Use vacuum attachments or dust cloth and furniture polish. | Methods of dusting and polishing furniture |
| 19. Make beds. | Remove soiled linens and deposit in designated places. | Procedure for removing bed linens |
| | | Careful and sanitary handling of linens |
| | Put clean linens on bed quickly and efficiently. | Methods of bed making required by employer |
| 20. Care for decorative accessories. | Care for house plants and arrange flowers and accessories. | Care of house plants |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | | Elements and principles of design<br><br>Types of flower arrangements<br><br>Procedures for making flower arrangements<br><br>Arranging accessories |

COURSE UNIT IX

PHYSICAL NEEDS--HEALTH AND SAFETY

OBJECTIVES: Recognize importance of observing safety practices and being alert to safety hazards.

Identify proper first aid practices and know limits of aid which can be administered.

Describe symptoms of illness.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 21. Observe proper safety measures to prevent accidents. | Help insure safety of elderly persons. | Types of home accidents |
| | | Causes of home accidents |
| | Observe safety regulations. | Hazards to elderly and handicapped persons |
| | | Safety practices in care of elderly |
| | Observe and remove sources of danger. | Importance of foreseeing and avoiding hazardous situations |
| | Keep the home orderly and safe. | Need to inform director of the home concerning problems such as hazards, maintenance needs, need for safety devices |
| 22. Take approoriate actions in an emergency. | Remain calm when emergencies occur. | Procedures to follow for various emergencies |
| | Apply appropriate first aid measures for cuts, burns, or fainting. | Proper methods of first aid treatment for minor accidents |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | Handle emergencies calmly and intelligently. | |
| | Fill out an accident or incident report. | Information needed for accident or incident report<br><br>Importance of completeness and accuracy in filling out report<br><br>Reasons for and uses of accident and incident reports |
| 23. Observe accepted procedures for reporting signs of illness or discomfort in elderly persons. | Recognize and report early signs of illness or discomfort in elderly persons. | Characteristic symptoms of illness or discomfort<br><br>Prevention of decubitus ulcers (bed sores)<br><br>Care of the patient with decubitus ulcers |

COURSE UNIT X

PHYSICAL NEEDS--SPECIAL PROBLEMS

OBJECTIVES: Describe procedures for care of the bed patient.

Explain how to transfer an elderly person from one place to another.

Explain ways to assist an elderly person with walking or exercise.

Utilize appropriate procedures in care of the elderly person with special problems.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 24. Move elderly person as needed. | Turn elderly person in bed. | Use of bed rails |
| | | Turning bed fast person in bed |
| | | Procedures for turning elderly person |
| | Assist bed patient with elimination. | Procedures for placing elderly person on bedpan |
| | | Procedures for offering urinal |
| | | Care of the incontinent patient |
| | Transfer elderly person. | Procedures for transferring elderly person from bed to chair, chair to walker, wheel chair to elevated toilet, chair to bath tub |
| | | Operation of a wheel chair |
| 25. Assist elderly persons who have various handicaps. | Help elderly person with walking. | Precautions when assisting with walking |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | | Procedures for assisting elderly persons in walking |
| | | Walking devices |
| | Assist with exercises. | Routine exercises |
| | | Importance of physical therapist's guidance in use of proper methods |
| | Care for hearing aid. | Care of the hearing aid |
| | Help the patient to communicate. | Ways to assist the hearing- or speech-handicapped person to communicate |
| | Care for the blind patient. | Guidelines in care of a blind person |
| | Care for the mentally ill patient. | Guidelines in care of the mentally ill person |

COURSE UNIT XI

PHYSICAL NEEDS--RECREATION

OBJECTIVES: List recreational needs and interests of elderly persons.

Describe ways to motivate participation in recreational activities.

Demonstrate ability to select and read materials suitable for the elderly person.

Direct games appropriate for elderly persons.

Plan programs and activities for elderly persons.



| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 26. Assist with recreational activities for elderly persons. | Determine needs and interests of elderly persons. | Needs and interests of elderly persons |
| | | Individual and group activities enjoyed by elderly persons |
| | Motivate the elderly person to participate in recreational activities. | Techniques for motivating participation |
| | | Importance of sensitivity |
| | Establish rapport with others. | The art of conversation |
| | Select and read suitable materials to the elderly person. | Use of library |
| | | Selection of suitable materials |
| | | Techniques for reading aloud |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | Select and play appropriate games with elderly person.<br><br>Plan programs and activities of interest to elderly persons. | Games appropriate for elderly persons<br><br>Planning and organizing programs, activities, and recreation such as:<br>Arts and crafts<br>Music<br>Writing and journalism<br>Physical activities<br>Social activities |

COURSE UNIT XII

PERSONAL, SOCIAL, AND BUSINESS MATTERS

OBJECTIVES: Describe responsibilities of companion on shopping trips and errands.

Describe procedures for keeping records and receipts of money.

Explain role of companion on social calls.

Demonstrate social poise when entertaining and acting as a host or hostess.

Describe ways to entertain an elderly person.

Employ rules for writing letters and notes.

Demonstrate telephone etiquette.



| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 27. Accompany elderly person to barber shop, beauty shop, doctor's office, shopping, or to a movie. | Assist the elderly person with personal matters. | Role of companion when accompanying elderly person to public places |
| 28. Shop and run errands for the elderly person. | Identify information needed for making specific purchases or arrangements. | Reasons for checking with employer before agreeing to shop or run errands<br><br>Information needed when shopping for an elderly person<br><br>Importance of accuracy in taking orders |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | | Types of questions to use in determining needs |
| | | Principles of consumer buying |
| | | Handling money |
| | | Records and receipts |
| | | Importance of accuracy in handling money |
| 29. Accompany person to church, to social gatherings, to call on friends. | Assume an appropriate role on social calls. | Role of companion when accompanying elderly person socially |
| 30. Assist the elderly person in entertaining family and friends. | Perform duties of a host or hostess. | Obligations of the host or hostess |
| | Make introductions. | Guidelines for introductions |
| | Observe rules of etiquette. | Rule of etiquette |
| | Prepare refreshments and simple guest meals. | Refreshments |
| | | Simple guest menus |
| 31. Assist the elderly person with correspondence and telephone calls. | Write social letters and notes. | Letter writing |
| | Address greeting cards. | |
| | Use telephone following appropriate procedure. | Telephone etiquette |
| | | Necessity for accuracy in recording information resulting from telephone conversations |

CONSUMER AIDE

CONSUMER AIDE JOB ANALYSIS

(Used in interviews with owners, manager, and employees of business establishments)

Name of Business _____ Date _____

Person Interviewed _____ Interviewer _____

DIRECTIONS: Please check in the appropriate column the responsibilities you expect a student to assume when working as a consumer aide. In the proposed schedule column, indicate when during the school year you plan for the student to take up each task or group of tasks. This information will aid the teacher-coordinator in developing an individualized training plan for the student.

A consumer aide assumes numerous responsibilities in businesses in assisting consumers and providing consumer information in such situations as grocery stores, department stores, or appliance stores. Note: The chief function of a consumer aide is to produce consumer information and assistance. The on-the-job experiences of a consumer aide do not include selling, sacking, or stocking merchandise. Working under the supervision of experienced personnel, he or she performs the following functions:

| | DAILY | OCCASIONALLY | DOES NOT APPLY | PROPOSED SCHEDULE |
|---|---|---|---|---|
| 1. Help to evaluate own progress in meeting job responsibilities. | | | | |
| 2. Observe policies of the establishment concerning work schedules, absences, and other regulations. | | | | |
| 3. Accept instruction and guidance from supervisory personnel. | | | | |
| 4. Answer telephone and perform clerical duties when necessary. | | | | |
| 5. Greet and assist consumers in a pleasant and efficient way. | | | | |
| 6. Work in an efficient manner. | | | | |
| 7. Become familiar with merchandise. | | | | |
| 8. Read and recall label and product information. | | | | |

| | DAILY | OCCASION-ALLY | DOES NOT APPLY | PROPOSED SCHEDULE |
|---|---|---|---|---|
| 9. Assist consumers in locating merchandise in the store. | | | | |
| 10. Discuss features, qualities, functions, use, and care of merchandise with consumers. | | | | |
| 11. Answer consumers' questions about labels, printed information, directions, uses, and care. | | | | |
| 12. Prepare and distribute menus, recipes, and other handouts to consumers. | | | | |
| 13. Prepare and arrange consumer information displays and exhibits. | | | | |
| 14. Demonstrate use, storage, and care of products and equipment to consumers. | | | | |
| 15. Lecture on product or equipment use and conduct classes for consumer groups in school and community. | | | | |
| 16. Post unit prices. | | | | |
| 17. Care for children while parents shop. | | | | |
| 18. Help keep store clean and orderly. | | | | |

COURSE UNIT I

WHAT IS A CONSUMER AIDE?

OBJECTIVES: Become aware of tasks and competencies involved in working as a consumer aide.

Evaluate self in terms of personal qualities related to success as a consumer aide.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 1. Help to evaluate own progress in meeting job responsibilities. | Relate job responsibilities to personal qualities and to the type of store. | Job opportunities in the field of consumer service<br><br>Tasks assumed by employees in consumer service<br><br>Personal qualities and abilities needed by a successful consumer aide |
| | Evaluate self in terms of ability to meet job responsibilities. | Importance of self evaluation<br><br>Criteria for successful performance of a job<br><br>Ways to use these criteria to evaluate personal progress in meeting job requirements |

COURSE UNIT II

WORKING WITH OTHERS

OBJECTIVES: Identify policies and procedures which relate to the position of consumer aide.

Recognize the relationship between job success and interpersonal relationships.

Apply policies and rules of conduct to particular job.

Describe attitudes toward interpersonal relationships which are conducive to job success.

Practice techniques which make the consumer feel welcome and comfortable.

Apply principles of motion economy to tasks performed on the job.

Evaluate own work habits and plan for self-improvement.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 2. Observe policies of the establishment concerning work schedules, absences, and other regulations. | Accept and follow policies of the business firm. | Typical policies and procedures of business establishments<br><br>Importance of following policies and procedures in a particular business operation<br><br>Need for flexibility in performance of duties as a consumer aide |
| 3. Accept instruction and guidance from supervisory personnel. | Accept and follow directions and instruction from persons in authority. | Attitudes which contribute to effective employer-employee, employee-employee, and customer-employee relationships |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | | Importance of willingness to accept and carry out various assigned tasks |
| 4. Answer telephone and perform clerical duties when necessary. | Answer telephone following prescribed procedure. | Telephone etiquette |
| | | Necessity for accuracy in recording information resulting from telephone conversations |
| | Perform clerical duties assigned to a consumer aide. | Importance of neatness and accuracy in performing clerical duties |
| 5. Greet and assist consumers in a pleasant and efficient way. | Establish rapport with others. | Importance of first impressions |
| | Assist consumers. | Procedures for assisting consumers |
| | Leave a good impression with consumers. | Importance of positive contacts with consumers |
| 6. Work in an efficient manner. | Perform tasks in an efficient manner. | Efficient work methods suitable for a business establishment |
| | Maintain clean and orderly work surface. | Importance of clean work surface and hands when handling merchandise |
| | | Maintaining orderly work areas |

COURSE UNIT III

KNOWING THE MERCHANDISE

OBJECTIVES: Demonstrate familiarity with merchandise and prices.

Read and interpret label and product information.

Evaluate product information from a variety of sources.

Describe characteristics of various merchandise.

Describe the effects of various characteristics upon selection, use, and performance of a specific item.

Demonstrate knowledge of merchandise.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 7. Become familiar with merchandise.<br><br>8. Read and recall label and product information. | Provide information about merchandise.<br><br>Cite information from hang tags, labels, instruction books, guarantees, and other sources. | Information about merchandise which may be of interest to consumers<br><br>Ways to provide information which will help consumers reach buying decisions<br><br>Information available on merchandise labels, in instruction books, on guarantees, or in other sources<br><br>Labeling laws<br><br>Importance of keeping informed about new product developments |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | | Ways to keep up with product developments |
| 9. Assist consumers in locating merchandise in the store. | Locate merchandise in store. | Techniques for learning and remembering location of merchandise |
| 10. Discuss features, qualities, functions, use, and care of merchandise with consumers. | Describe features and qualities of various merchandise. | Construction and production techniques |
| | | Value of various features |
| | | Signs of quality |
| | | Brand names |
| | Use appropriate merchandise terms. | Terms related to merchandise |
| | Recommend uses for various merchandise. | Uses for which various merchandise is suited |
| | Recommend care and treatment of various merchandise. | Care required by various merchandise |
| 11. Answer consumers' questions about labels, printed information, directions, uses, and care. | Remember or locate information in answer to consumer's questions. | Questions frequently asked by consumers |
| | | Maintaining an information file |

COURSE UNIT IV

PROVIDING CONSUMER INFORMATION

OBJECTIVES: Relate the principles and elements of design to handouts, displays, exhibits, and demonstrations.

Plan handouts which will be of interest to consumers.

Describe procedures for preparing displays and exhibits.

Plan demonstrations on products and equipment.

Plan interesting ways to present consumer information.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 12. Prepare and distribute menus, recipes and other handouts to consumers. | Apply the basic rules for using the elements and principles of design.<br><br>Develop attractive and informative handouts for consumers. | Elements and principles of design and their application<br><br>Sources of creative ideas for handouts<br><br>Building an idea file<br><br>Testing ideas for workability and acceptability<br><br>Importance of completeness and accuracy of handouts<br><br>Techniques for writing handouts<br><br>Layout principles |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 13. Prepare and arrange consumer information displays and exhibits. | Plan store displays and exhibits providing consumer information. | Information of interest to consumers |
| | | Types of displays and exhibits |
| | Accept suggestions from supervisory personnel in setting up displays. | Factors to consider when planning displays and exhibits |
| | | Principles involved in effective displays and exhibits |
| | | Equipment and materials for constructing displays and exhibits |
| | Evaluate quality of workmanship. | Characteristics of quality workmanship |
| 14. Demonstrate use, storage, and care of products and equipment to consumers. | Plan and present informative demonstration on products and equipment. | Effective uses of demonstrations |
| | | Procedures for planning demonstrations |
| | | Setting up a demonstration |
| | | Importance of own appearance and appearance of work area |
| | | Demonstration techniques |
| 15. Lecture on product or equipment use and conduct classes for consumer groups in school and community. | Prepare lectures and conduct classes on various products or equipment. | Planning a speech or program |
| | | Presenting a speech or program |

COURSE UNIT V

UNIT PRICING

OBJECTIVE: Use acceptable procedures in working with merchandise.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 16. Post unit prices. | Determine unit prices. | Techniques for determining unit prices<br>Methods of posting unit prices<br>Interpreting unit prices to the consumer |

COURSE UNIT VI

CARE OF CHILDREN

OBJECTIVE: Use recommended procedures for care of children.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 17. Care for children while parents shop. | Provide capable care for children when parents are not present. | Children and their needs |

COURSE UNIT VII

CARE AND MAINTENANCE

OBJECTIVES: Use recommended procedures for cleaning and maintaining store.

Recognize necessity for keeping stock in order for easy accessibility and efficient job performance.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 18. Help keep store clean and orderly. | Select appropriate supplies for dusting work tables, counters, shelves, furniture, equipment and displays. | Importance of cleaning tasks and attitudes toward performing tasks<br><br>Selection of the appropriate supplies for each cleaning task |
| | Keep supplies in order for easy accessibility. | Application of work simplification techniques to the performance of cleaning tasks (management of time and energy)<br><br>Principles of motion economy |
| | Recognize hazards that may cause accidents in a business establishment. | Safety practices necessary when using equipment and supplies<br><br>Importance of unobstructed passageways or aisles<br><br>Safety principles involved in moving furniture and arrangements |

DIETETIC AIDE

## DIETETIC AIDE JOB ANALYSIS

(Used in interviews with dietitians, supervisors, and administrators of dietary services in hospitals, nursing homes, and other health care facilities.)

Name of Facility _____ Date _____

Person Interviewed _____ Interviewer _____

DIRECTIONS: Please check in appropriate column the responsibilities you expect a student to assume when working as a dietetic aide. In the proposed schedule column, indicate when during the school year you plan for the student to take up each task or group of tasks. This information will aid the teacher-coordinator in developing an individualized training plan for the student.

A dietetic aide assumes numerous responsibilities in patient care in such situations as hospitals, nursing homes, and other health care facilities. Working under the direction of a qualified dietitian, the student performs the following functions:

| | DAILY | OCCASIONALLY | DOES NOT APPLY | PROPOSED SCHEDULE |
|---|---|---|---|---|
| 1. Relate personal qualifications to success as a dietetic aide. | | | | |
| 2. Observe policies of the establishment concerning work schedules, absences, and health regulations. | | | | |
| 3. Accept instruction and guidance from supervisory personnel in performing duties assigned as dietetic aide. | | | | |
| 4. Help to evaluate own progress in meeting job responsibilities. | | | | |
| 5. Display a sensitivity to the problems resulting from the infirmities of aging and illness that influence dietary service. | | | | |
| 6. Use nutrition information in planning, preparing, and serving meals for persons of various ages. | | | | |

| | DAILY | OCCASIONALLY | DOES NOT APPLY | PROPOSED SCHEDULE |
|---|---|---|---|---|
| 7. Follow diet instructions when filling plates and trays for general and modified diets. | | | | |
| 8. Select proper hand utensil for specific food preparation tasks. | | | | |
| 9. Measure and weigh foods according to specifications listed in standard recipes. | | | | |
| 10. Select and correctly use proper piece of equipment for a specified job in food preparation and service. | | | | |
| 11. Select and correctly use proper piece of equipment for cooking food. | | | | |
| 12. Read recipes and know terminology, and follow directions. | | | | |
| 13. Assemble diet orders and place them on plates and trays. | | | | |
| 14. Verify diet orders by scanning filled plates to insure specified portion and quality of food. | | | | |
| 15. Plan work schedule so foods are ready at serving time. | | | | |
| 16. Prepare beverages. | | | | |
| 17. Follow standard procedures for preparing a variety of foods. | | | | |
| 18. Evaluate quality of food prepared. | | | | |
| 19. Perform dining room services. | | | | |
| 20. Assist in setting up tray assembly line for serving. | | | | |
| 21. Prepare such items, as silverware, napkins, and glassware for tray line. | | | | |
| 22. Examine filled trays for conformance with menu and diet regulations. | | | | |

| | DAILY | OCCASION-ALLY | DOES NOT APPLY | PROPOSED SCHEDULE |
|---|---|---|---|---|
| 23. Designate trays with name and room number for delivery to patients. | | | | |
| 24. Place food on a portable cart and on trays in such a way that foods remain at the correct temperature. | | | | |
| 25. Carry loaded trays or push serving cart between kitchen and serving areas. | | | | |
| 26. Deliver loaded food carts and trays to patient areas, nursing stations, or dining rooms. | | | | |
| 27. Pick up food carts and empty trays from patient areas, nursing stations, or dining rooms. | | | | |
| 28. Use precautions necessary to avoid accidents in food preparation. | | | | |
| 29. Apply appropriate emergency procedures. | | | | |
| 30. Handle food, beverages, equipment, utensils, and table settings in ways to prevent contamination. | | | | |
| 31. Follow federal, state, and local sanitation codes. | | | | |
| 32. Wash and inspect glassware, flatware, and tableware for cleanliness and spotlessness. | | | | |
| 33. Wash utensils and cooking equipment. | | | | |
| 34. Clean and sanitize furniture, floors, and other surfaces in the kitchen and in the serving area. | | | | |
| 35. Assist in the management of a dietary office. | | | | |
| 36. Make tabulations for the number of general and therapeutic diets to be prepared and assembled for meals. | | | | |

COURSE UNIT I

WHAT IS A DIETETIC AIDE?

OBJECTIVES: Describe the tasks and competencies of a dietetic aide.

Identify job opportunities in the field of dietetics.

Evaluate self in terms of contributions an aide can make toward maintaining high quality dietary service.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 1. Relate personal qualifications to success as a dietetic aide. | Relate job responsibilities to own personal qualities and to type of dietary food service facility. | Job opportunities in the food service industry<br><br>Types of food service facilities in nursing homes, hospitals, and other related health care institutions<br><br>Tasks assumed by dietetic personnel<br><br>Personal qualities and characteristics needed by a successful dietetic aide |

COURSE UNIT II

DIETETIC AIDE: A MEMBER OF THE DIETARY TEAM

OBJECTIVES: Explain the contribution of dietary services to the overall operation of hospitals or nursing homes.

Discover the responsibilities of a dietetic aide in coordination with dietary and nursing staff.

Apply policies and rules of conduct to own particular job.

Describe attitudes toward interpersonal relationships (employer-employee, employee-employee) which are conducive to job success.

Evaluate own work habits and plan for self-improvement.

Apply the principles of motion economy to tasks performed on the job.



| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 2. Observe policies of the establishment concerning work schedules, absences, and health regulations. | Adhere to established work standards and laws concerning dietary food services. | Federal laws affecting dietary personnel<br><br>Policies and regulations governing dietary food service standards |
| | Interpret procedures in personnel manual in relation to own duties. | Types of dietary department schedules<br><br>Use of split and/or staggered shifts in maintaining required department hours |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 3. Accept instruction and guidance from supervisory personnel in performing duties assigned as dietetic aide. | Accept and follow directions and instruction from persons in authority. | Attitudes which lead to good interpersonal relationships (employer-employee, employee-employee)<br><br>Business policies related to the dietetic aide |
| | Function as a member of the health care team. | Organizational pattern of nursing home and hospital personnel |
| | Function in a variety of job responsibilities related to dietary services. | The importance of flexibility, courtesy, and tact when dealing with patients, nursing staff, and other personnel |
| | Assist other members of the staff. | Necessity of working cooperatively with other employees |
| 4. Help to evaluate own progress in meeting job responsibilities. | Evaluate progress in meeting responsibilities. | Importance of self-evaluation<br><br>Criteria for evaluating job performance<br><br>Ways to use these criteria to evaluate personal progress in meeting job requirements |

COURSE UNIT III

DIET THERAPY

OBJECTIVES: Identify characteristics and needs of the aged and/or sick patient that affect eating habits.

Relate nutritional information to various food service situations.

Summarize the food value of specified foods.

Plan nutritious menus for specific situations.

Make simple diet modifications.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 5. Display a sensitivity to the problems resulting from the infirmities of aging and illness that influence dietary service. | Exercise judgement and initiative dealing with patients' dietary problems. | Human needs of sick and/or aging patients which require understanding and patience in providing adequate dietary services<br><br>Welfare of patient being primary concern of dietary staff<br><br>Relationship between psychological needs of patient and his reactions toward food |
| 6. Use nutrition information in planning, preparing, and serving meals for persons of various ages. | Recognize factors which influence eating habits.<br><br>Use the Basic Four Food Groups in guiding food selection. | Food habits and customs<br><br>Food fads and fallacies<br><br>Basic Four Food groups |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | Answer questions about the nutritional value of foods served. | Nutrients needed by the body |
| | Recognize nutritional needs of persons of various ages. | Nutritional needs at various ages |
| | Assist in planning nutritious menus. | Factors to consider in menu planning |
| | Make and follow simple diet modifications. | Common diet modifications |
| 7. Follow diet instructions when filling plates and trays for general and modified diets. | Read and follow instructions on a diet card when filling trays. | Diet terminology<br><br>Kinds of diets and diet supplements: soft, liquid, controlled calorie, restricted calorie, bland, low sodium, diabetic, and fat restricted |

COURSE UNIT IV

SMALL EQUIPMENT FOR FOOD PREPARATION AND SERVICE

OBJECTIVES: Identify the functions of equipment and utensils generally found in dietary food service.

Explain correct procedures for using dietary food service equipment.

Describe safety measures to observe when using and caring for equipment.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 8. Select proper hand utensil for specific food preparation tasks. | Select and use appropriate equipment for food preparation tasks. | The selection of appropriate utensil for a particular task |
| 9. Measure and weigh foods according to specifications listed in standard recipes. | Use standard weights and measures in preparing foods. | Procedures to follow when measuring and weighing foods<br><br>Functions of scales and balances and their use and care |

COURSE UNIT V

LARGE EQUIPMENT FOR FOOD PREPARATION AND SERVICE

OBJECTIVES: Recognize the kinds and functions of equipment used in dietary kitchens.

Outline correct procedures for using commercial kitchen equipment.

Select the appropriate piece of equipment for a particular task.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 10. Select and correctly use proper piece of equipment for a specified job in food preparation and service. | Use food service equipment correctly. | Procedures for using commercial kitchen equipment<br><br>Factors related to the care of commercial kitchen equipment<br><br>Appropriate methods of handling equipment to avoid injury and damage |

COURSE UNIT VI

LARGE EQUIPMENT FOR COOKING FOOD

OBJECTIVES: Recognize the kinds and functions of equipment used in dietary kitchens.

Outline correct procedures for using commercial kitchen equipment.

Select the appropriate piece of equipment for a particular task.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 11. Select and correctly use proper piece of equipment for cooking food. | Use food service equipment correctly. | Procedures for using commercial kitchen equipment<br><br>Factors related to the care of commercial kitchen equipment<br><br>Appropriate methods of handling equipment to avoid injury and damage |

COURSE UNIT VII

TECHNIQUES OF FOOD PREPARATION

OBJECTIVES: Interpret terms, abbreviations, equivalents, and substitutions used in recipes.

Plan work so as to meet scheduled deadlines.

Adapt the techniques of work simplification to tasks performed on the job.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 12. Read recipes and know terminology, and follow directions. | Follow standard recipes accurately. | Importance of following standard procedures when using a recipe<br><br>Characteristics of a standard recipe<br><br>Terminology, abbreviations, substitutions, and equivalents used in recipes<br><br>Importance of following standard procedures when using a recipe |
| | Prepare convenience foods following directions. | Importance of following directions when preparing convenience foods |
| 13. Assemble diet orders and place them on plates and trays. | Portion foods accurately and arrange attractively on plate. | Reasons for portioning foods<br><br>Methods used to portion foods |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 14. Verify diet orders by scanning filled plates to insure specified portion and quality of food. | Check food orders quickly for accuracy and quality. | Necessity for accurate portions to insure satisfaction |
| 15. Plan work schedule so foods are ready at serving time. | Schedule work so foods are prepared by serving time. | Purpose of work simplification<br>Work simplification techniques<br>Principles of motion economy which affect job performance |

COURSE UNIT VIII

FOOD PREPARATION

OBJECTIVES: Describe procedures to follow in the preparation and service of certain general and therapeutic diet foods.

Identify standards for quality food product.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 16. Prepare beverages. | Prepare beverages of high quality consistently. | Standard procedures for preparing beverages<br><br>Procedure for preparation of sustagen |
| 17. Follow standard procedures for preparing a variety of foods. | Assemble ingredients and equipment for various processes of food preparation. | Ingredients used in various cold and hot foods |
| | Prepare cold and hot foods following standardized procedures. | Various processes of food preparation:<br>Sandwiches<br>Cereals<br>Egg Cookery<br><br>Correct temperature for preparing cold and hot foods |
| 18. Evaluate quality of food prepared. | Judge quality of a variety of foods by sight, odor, and taste. | Quality standards for raw and prepared foods |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | | Necessity for consistency in preparation of high quality food products<br><br>Ways to serve various cold and hot foods |

COURSE UNIT IX

FOOD SERVICE PROCEDURES

OBJECTIVES: Explain the value of attractive and orderly dining room service or tray service for patients.

Apply the techniques of work simplification to tray line assembly.

Summarize the importance of efficiency and accuracy in the serving of food to patients and residents.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 19. Perform dining room services | Assist in procedures needed for dining room services. | Methods used in dining room service in nursing homes<br><br>Advantages and disadvantages of various methods of food service used in nursing homes |
| 20. Assist in setting up tray assembly line for serving. | Set up assembly line according to type of service used in health care facility. | Duties on tray line assembly<br><br>Relationship of assembly line timing to service of quality foods |
| | Set up assembly line according to kinds of foods being served. | Relationship of methods of work simplification to efficient tray assembly |
| 21. Prepare such items as silverware, napkins, and glassware for tray line. | Follow directions in preparing items for assembly of patients' trays. | Items to be included on each tray |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | Follow instructions on diet card in filling trays. | Importance of carefully following instructions on diet cards |
| 22. Examine filled trays for conformance with menu and diet regulations. | Examine trays for completeness according to a prescribed manner. | Importance of scanning trays to make sure that all trays contain the specified portions to meet the qualifications and standards of the menu |
| 23. Designate trays with name and room number for delivery to patients. | Follow directions and designate tray to go to each patient's room. | Information to be included on tray cards |
| 24. Place food on a portable cart and on trays in such a way that foods remain at the correct temperature. | Place food in cart efficiently in order to retain nutrients and quality. | Steps to follow in serving and maintaining foods at correct temperatures |
| 25. Carry loaded trays or push serving cart between kitchen and serving areas. | Use work simplification techniques when performing this task. | Types of food distribution procedures (centralized versus decentralized)<br>Functions of serving carts as an aid to efficient work methods |
| 26. Deliver loaded food carts and trays to patient areas, nursing stations, or dining rooms. | Push cart to carry trays quietly using time and energy saving techniques. | Efficient methods of loading and carrying trays |
| 27. Pick up food carts and empty trays from patient areas, nursing stations, or dining rooms. | Deliver trays and remove them from patients' rooms or nursing stations in a gracious, tactful manner. | Importance of tactful, quiet, and efficient methods in performing tasks |

COURSE UNIT X

SAFETY

OBJECTIVES: Recognize the principles of safety which relate to the handling and sorting of food, equipment, and utensils.

Evaluate self in terms of safety practices followed on the job.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 28. Use precautions necessary to avoid accidents in food preparation. | Recognize hazards that may cause accidents. | Conditions which may lead to accidents |
| | | Necessity of being alert to hazardous situations |
| | Apply safety precautions to prevent accidents. | Precautions to follow in the food preparation area |
| | | Appropriate methods to use for lifting and carrying objects |
| 29. Apply appropriate emergency procedures. | Apply first aid to minor injuries. | First aid for minor injuries |
| | Use different types of fire extinguishers. | Types of fire extinguishers to use for different types of fires |

COURSE UNIT XI

SANITATION

OBJECTIVES: Identify ways disease may be spread through careless handling of food and equipment.

Recognize the necessity of appropriate housekeeping and maintenance practices.

Summarize the need for special care of left-over food and dishes from insolation ward.

Evaluate personal practices in relation to principles of sanitation.

Discriminate between cleaning and sanitizing and know when to use each.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 30. Handle food, beverages, equipment, utensils, and table settings in ways to prevent contamination. | Use judgment in handling food, equipment, and supplies in a sanitary manner. | Types of food-borne illnesses<br><br>Ways disease and food-borne illnesses may be spread to patients and employees through careless handling of contaminated utensils, equipment, and food<br><br>Procedures to follow to prevent food-borne illnesses<br><br>Necessity for evaluation of personal habits related to cleanliness and sanitation |
| | Use sanitary practices. | Sanitary procedures for handling equipment and utensils<br><br>Handling equipment and utensils |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | | Cleaning vs. sanitizing |
| | | Pest control |
| | | Difference between cleaning and sanitizing |
| | | Importance of pest control in health care institutions |
| | | Common pests and their control |
| 31. Follow federal, state, and local sanitation codes. | Observe sanitation codes. | Federal and state sanitary requirements for dietary operations |
| 32. Wash and inspect glassware, flatware, and tableware for cleanliness and spotlessness. | Wash dishes and utensils using efficient, sanitary techniques and appropriate materials and equipment. | Appropriate procedures for dishwashing |
| 33. Wash utensils and cooking equipment. | | Proper use and care of dishwashing equipment |
| 34. Clean and sanitize furniture, floors, and other surfaces in the kitchen and in the serving area. | Perform housekeeping tasks assigned in an efficient and sanitary manner. | Importance of maintaining all surfaces in a sanitary manner |
| | | Procedures for cleaning and sanitizing surfaces and equipment |
| | Select the correct materials for cleaning tables and chairs. | Procedures for cleaning tables and chairs |
| | Care for type of floor finish at place of employment. | Methods to use for cleaning a variety of types of floor finishes and coverings |
| | | Procedure to follow for mopping floors |

COURSE UNIT XII

BASIC SKILLS IN MANAGEMENT

OBJECTIVES: Show competency in establishing techniques for relationships with staff, patients, and visitors.

Demonstrate accuracy and efficiency in performing routine tasks.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 35. Assist in the management of a dietary office. | Assist in keeping files and inventories. | Basic techniques of filing and inventory procedures |
| | Answer telephone and take diet orders and instructions. | Telephone etiquette |
| | Receive visitors and provide information. | Importance of good public relations in the dietary department |
| | Obtain dietary changes from the nursing department. | Procedure to follow when dietary changes are ordered by the doctor |
| 36. Make tabulations for the number of general and therapeutic diets to be prepared and assembled for meals. | Keep records of meals served. | Necessity for an accurate count of meals served |
| | Organize diet orders into types of diets (such as general, soft, and diabetic) and tabulate the number of each type of diet. | Necessity for avoiding confusion and delays in serving trays to patients |

FABRIC COORDINATOR

FABRIC COORDINATOR JOB ANALYSIS

(Used in interviews with personnel
in fabric departments and fabric stores.)

Name of Business _____ Date _____

Person Interviewed _____ Interviewer _____

DIRECTIONS: Please check in the appropriate column the responsibilities you expect a student to assume when working as a fabric coordinator. In the proposed schedule column, indicate when during the school year you plan for the student to take up each task or group of tasks. This information will aid the teacher-coordinator in developing an individualized training plan for the student.

A fabric coordinator assumes numerous responsibilities in coordinating patterns, fabric, and notions in such situations as fabric departments and fabric stores. Working under the supervision of experienced personnel, he or she performs the following functions:

| | DAILY | OCCASIONALLY | DOES NOT APPLY | PROPOSED SCHEDULE |
|---|---|---|---|---|
| 1. Help to evaluate own progress in meeting job responsibilities. | | | | |
| 2. Observe policies of the establishment concerning work schedules, absences, and other regulations. | | | | |
| 3. Accept instruction and guidance from supervisory personnel. | | | | |
| 4. Work as a member of the team, rotating job responsibilities as outlined by supervisory personnel. | | | | |
| 5. Assist other employees when necessary. | | | | |
| 6. Answer telephone and perform clerical duties when necessary. | | | | |
| 7. Greet and assist home sewers in a pleasant and efficient way. | | | | |
| 8. Work in an efficient manner. | | | | |
| 9. Become familiar with merchandise. | | | | |

| | DAILY | OCCASION-ALLY | DOES NOT APPLY | PROPOSED SCHEDULE |
|---|---|---|---|---|
| 10. Read and recall information on hang tags and fabric bolts. | | | | |
| 11. Identify fiber content by various methods. | | | | |
| 12. Discuss features and qualities of fabrics, such as fiber content, weave, texture, color, finishes, care required, durability, and suitable uses. | | | | |
| 13. Assist home sewers with their selections of fabrics, patterns, thread, trimmings, and other notions. | | | | |
| 14. Answer questions about construction techniques to use. | | | | |
| 15. Advise home sewer as to quantity of fabric required to make garments, home accessories, and other articles. | | | | |
| 16. Measure and cut length of fabric using measuring machine or measuring stick. | | | | |
| 17. Construct sample garments for display in store or store windows. | | | | |
| 18. Prepare attractive displays of merchandise in store or store windows. | | | | |
| 19. Assist in keeping store clean and orderly. | | | | |

COURSE UNIT I

WHAT IS A FABRIC COORDINATOR?

OBJECTIVES: Become aware of tasks and competencies involved in working as a fabric coordinator.

Evaluate self in terms of personal qualities related to success as a fabric coordinator.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 1. Help to evaluate own progress in meeting job responsibilities. | Relate job responsibilities to personal qualities and to the type of fabric department or store. | Job opportunities in the yard goods field<br><br>Tasks assumed by employees in fabric departments or stores<br><br>Personal qualities and abilities needed by a successful fabric coordinator |
| | Evaluate self in terms of ability to meet job responsibilities. | Importance of self evaluation<br><br>Criteria for successful performance of a job<br><br>Ways to use these criteria to evaluate personal progress in meeting job requirements |

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COURSE UNIT II

FABRIC COORDINATOR--MEMBER OF A TEAM

OBJECTIVES: Identify policies and procedures which relate to the position of fabric coordinator.

Recognize the relationship between job success and interpersonal relationships.

Apply policies and rules of conduct to particular job.

Describe attitudes toward interpersonal relationships (employer-employee, employee-employee, customer-employee) which are conducive to job success.

Practice techniques which make the customer feel welcome and comfortable.

Apply principles of motion economy to tasks performed on the job.

Evaluate own work habits and plan for self-improvement.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 2. Observe policies of the establishment concerning work schedules, absences, and other regulations. | Accept and follow policies of the business firm. | Typical policies and procedures of yard goods business<br><br>Importance of following policies and procedures in a particular business operation<br><br>Need for flexibility in performance of duties as fabric coordinator |
| 3. Accept instruction and guidance from supervisory personnel. | Accept and follow directions and instruction from persons in authority. | Attitudes which contribute to effective employer-employee, employee-employee, and customer-employe relationships |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 4. Work as a member of the team, rotating job responsibilities as outlined by supervisory personnel. | | Importance of willingness to accept and carry out various assigned tasks |
| 5. Assist other employees when necessary. | Assist other employees. | Necessity of working cooperatively with other employees |
| 6. Answer telephone and perform clerical duties when necessary. | Answer telephone following prescribed procedure. | Telephone etiquette |
| | | Necessity for accuracy in recording information resulting from telephone conversations |
| | Perform clerical duties assigned to a fabric coordinator. | Importance of neatness and accuracy in performing clerical duties |
| 7. Greet and assist home sewers in a pleasant and efficient way. | Establish rapport with others. | Importance of first impressions |
| | Leave a good impression with home sewer. | Importance of positive contacts |
| 8. Work in an efficient manner. | Perform tasks in an efficient manner. | Efficient work methods suitable for a fabric department or store |
| | Maintain clean and orderly work surface. | Importance of clean work surface and hands in handling fabric |

COURSE UNIT III

KNOWING THE MERCHANDISE

OBJECTIVES: Demonstrate familiarity with merchandise.

Read and interpret label information.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 9. Become familiar with merchandise. | Provide information about merchandise. | Information about merchandise which may be of interest to home sewers |
| 10. Read and recall information on hang tags and fabric bolts. | Cite information from hang tags and fabric bolts. | Information included on fabric labels |
| | | Textiles labeling laws |
| | | Importance of keeping informed about textile and fashion developments |
| | | Ways to keep up with textile and fashion developments |

COURSE UNIT IV

PERSONALITIES OF FABRICS

OBJECTIVES: Describe characteristics of different textiles.

Determine fiber content using various methods.

Explain basic methods of fabric construction.

Describe fabric finishing processes and their purposes.

Describe the effects of textile characteristics upon selection, use, care, and performance in clothing and household articles.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 11. Identify fiber content by various methods. | Identify fiber content of yard goods. | Fibers and their outstanding characteristics |
| | | Procedures for identifying fiber content |
| 12. Discuss features and qualities of fabrics, such as fiber content, weave, texture, color, finishes, care required, durability, and suitable uses. | Describe features and qualities of various fabrics. | Fabric construction |
| | | Dyeing and printing |
| | | Fabric finishes |
| | Use appropriate textile terms. | Textile terminology |
| | Recommend uses for various fabrics. | Uses for which various fabrics are suited |
| | Recommend care and treatment of various fabrics | Care required by various fabrics |

COURSE UNIT V

COORDINATING PATTERN, FABRIC, AND NOTIONS

OBJECTIVES: Relate elements and principles of design to coordination of patterns, fabrics, and notions for a specific individual or situation.

Identify various types of notions.

Demonstrate ability to advise concerning style for the individual and type of fabric suitable for the pattern.

Demonstrate ability to determine pattern size and yardage requirements.

Demonstrate knowledge of all sewing accessories.

Demonstrate basic knowledge of sewing.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 13. Assist home sewers with their selections of fabrics, patterns, thread, trimmings, and other notions. | Apply the basic rules for using color, line, form, and texture in assisting home sewers with their selections. | Elements of design and their application |
| | Apply basic rules for using proportion, balance, rhythm, emphasis, and harmony in assisting home sewers with their selections. | Principles of design and their application |
| | Use appropriate fashion terms. | Fashion terminology |
| | Recognize current fashion trends. | Fads, fashions, and styles |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | | Fashion designers |
| | Determine correct pattern size for a given individual. | Pattern sizing |
| | Determine appropriate underlining and lining fabric for pattern and fabric. | Interfacing, underlining, and lining fabric |
| | Select correct thread for a variety of fabrics. | Thread and fabric coordination for a variety of fabrics |
| | Select appropriate notions for fabric and pattern. | Sewing notions |
| | Coordinate pattern, fabric, and notions. | Factors to consider when coordinating pattern, fabric, and notions |

COURSE UNIT VI

CONSTRUCTION TECHNIQUES

OBJECTIVE: Demonstrate basic knowledge of sewing.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 14. Answer questions about construction techniques to use. | Recommend construction techniques appropriate for specific situations. | Relation of appropriate construction techniques to fabric and style |

COURSE UNIT VII

AMOUNTS, MEASURING, AND CUTTING

OBJECTIVES: Determine the amount of fabric needed for a specific purpose.

Describe procedures to be followed in measuring and cutting fabric.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 15. Advise home sewer as to quantity of material required to make garments, home accessories, and other articles. | Estimate amount of fabric needed for various purposes. | Factors affecting the amount of fabric needed. |
| 16. Measure and cut length of fabric using measuring machine or measuring stick. | Measure and cut fabrics. | Techniques used for cutting various fabrics<br><br>Importance of observing crosswise grainline while cutting fabrics |

COURSE UNIT VIII

SAMPLE GARMENTS

OBJECTIVES: Plan appropriate sample garments for display in store and store windows.

Coordinate pattern, fabric and notions for sample garments.

Construct sample garments for display in store or store windows.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 17. Plan and construct sample garments for display in store or store windows. | Plan sample garments for display. | Considerations in planning sample garments for display |
| | Select a pattern for a sample garment. | Pattern selection |
| | Coordinate fabric, pattern, and notions for sample garment. | Coordination of fabric, pattern, and notions |
| | Construct sample garment. | Fabric preparation |
| | | Cutting and marking |
| | | Unit construction |
| | | Construction techniques |
| | | Pressing |

COURSE UNIT IX

DISPLAY TECHNIQUES

OBJECTIVES: Use elements and principles of design in developing window displays.

Plan attractive store or window displays of fabric and notions.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 18. Prepare attractive displays of merchandise in store or store windows. | Plan store or window displays of fabric.<br><br>Accept suggestions from supervisory personnel in setting up displays. | Principles involved in selection and coordination of fabric for displays<br><br>Current color and fabric trends |

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COURSE UNIT X

CARE AND MAINTENANCE

OBJECTIVES: Use recommended procedures for cleaning and maintaining store.

Recognize necessity for keeping stock in order for easy accessibility and efficient job performance.

Identify principles of safety which relate to the handling and storing of merchandise.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 19. Assist in keeping store clean and orderly. | Select appropriate supplies for dusting work tables, counters, shelves, furniture, equipment, and displays. | Importance of cleaning tasks and attitudes toward performing tasks<br><br>Selection of the appropriate supplies for each cleaning task |
| | Keep supplies in order for easy accessibility. | Application of work simplification techniques to the performance of cleaning tasks (management of time and energy)<br><br>Principles of motion economy |
| | Keep stock straightened in stock room and under counters. | General procedures to follow in caring for display yard goods<br><br>Importance of keeping work area well-organized |
| | Recognize hazards that may cause accidents in a fabric department. | Safety practices necessary when using equipment and supplies |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | | Importance of unobstructed passageways or aisles<br><br>Safety principles involved in moving furniture and arrangements |

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FASHION COORDINATOR

FASHION COORDINATOR JOB ANALYSIS

(Used in interviews with owners, managers, and personnel of business establishments.)

Name of Business _____ Date _____

Person Interviewed _____ Interviewer _____

DIRECTIONS: Please check in the appropriate column the responsibilities you expect a student to assume when working as a fashion coordinator. In the proposed schedule column, indicate when during the school year you plan for the student to take up each task or group of tasks. This information will aid the teacher-coordinator in developing an individualized training plan for the student.

A fashion coordinator assumes numerous responsibilities in such establishments as department stores, specialty shops, ready-to-wear, and clothing rental shops. Note: A fashion coordinator may only be approved in cities where there is sufficient business to justify the employment of persons in this position. In addition, a fashion coordinator may only be approved in a business establishment where there is a qualified training supervisor who has the responsibilities of fashion coordinator. Under this type of supervisor, a student employed as a fashion coordinator must be allowed to work between the departments within the store. Working under the supervision of fashion coordinator, the student performs the following functions:

| | DAILY | OCCASIONALLY | DOES NOT APPLY | PROPOSED SCHEDULE |
|---|---|---|---|---|
| 1. Help to evaluate own progress in meeting job responsibilities. | | | | |
| 2. Observe policies of the establishment concerning work schedules, absences, and other regulations. | | | | |
| 3. Accept instruction and guidance from supervisory personnel. | | | | |
| 4. Work as a member of the team, rotating job responsibilities as outlined by supervisory personnel. | | | | |
| 5. Assist other employees when necessary. | | | | |
| 6. Answer telephone and perform clerical duties when necessary. | | | | |
| 7. Greet and assist individuals in a pleasant and efficient way. | | | | |

| | DAILY | OCCASION-ALLY | DOES NOT APPLY | PROPOSED SCHEDULE |
|---|---|---|---|---|
| 8. Work in an efficient manner. | | | | |
| 9. Become familiar with merchandise. | | | | |
| 10. Read and recall information on hang tags and garment tags. | | | | |
| 11. Recognize construction techniques used in garments. | | | | |
| 12. Determine quality of workmanship. | | | | |
| 13. Identify fiber content by various methods. | | | | |
| 14. Recognize features and qualities of fabrics, such as fiber content, weave, texture, color, design, finishes, care required, and durability. | | | | |
| 15. Recognize types of garments suitable for various occasions. | | | | |
| 16. Identify current fashions and styles suitable for persons of various ages and figure types. | | | | |
| 17. Coordinate garments and accessories. | | | | |
| 18. Recognize fashionable ways to wear accessories. | | | | |
| 19. Examine garment on individual. | | | | |
| 20. Analyze fitting problems. | | | | |
| 21. Fit garments and mark or pin needed alterations. | | | | |
| 22. Prepare attractive displays of merchandise in store and store windows. | | | | |
| 23. Assist in planning and presenting fashion shows. | | | | |
| 24. Assist in keeping store clean and orderly. | | | | |

COURSE UNIT I

WHAT IS A FASHION COORDINATOR?

OBJECTIVES: Become aware of tasks and competencies involved in working as a fashion coordinator.

Evaluate self in terms of personal qualities related to success as a fashion coordinator.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 1. Help to evaluate own progress in meeting job responsibilities. | Relate job responsibilities to personal qualities and to the type of clothing department or store. | Job opportunities in the fashion field<br><br>Tasks assumed by employees in clothing departments or stores<br><br>Personal qualities and abilities needed by a successful fashion coordinator |
| | Evaluate self in terms of ability to meet job responsibilities. | Importance of self-evaluation criteria for successful performance of a job<br><br>Ways to use criteria to evaluate personal progress in meeting job requirements |

COURSE UNIT II

FASHION COORDINATOR--MEMBER OF A TEAM

OBJECTIVES: Identify policies and procedures which relate to the position of fashion coordinator.

Recognize the relationship between job success and interpersonal relationships.

Apply policies and rules of conduct to particular job.

Describe attitudes toward interpersonal relationships (employer-employee, employee-employee, customer-employee) which are conducive to job success.

Practice techniques which make the individual feel welcome and comfortable.

Apply principles of motion economy to tasks performed on the job.

Evaluate own work habits and plan for self-improvement.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 2. Observe policies of the establishment concerning work schedules, absences, and other regulations. | Accept and follow policies of the business firm. | Typical policies and procedures of business establishments<br><br>Importance of following policies and procedures in a particular business operation<br><br>Need for flexibility in performance of duties as a fashion coordinator |
| 3. Accept instruction and guidance from supervisory personnel. | Accept and follow directions and instruction from persons in authority. | Attitudes which contribute to effective employer-employee, employee-employee, and customer-employee relationships |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 4. Work as a member of the team rotating job responsibilities as outlined by supervisory personnel. | | Importance of willingness to accept and carry out various assigned tasks |
| 5. Assist other employees when necessary. | Assist other employees. | Necessity of working cooperatively with other employees |
| 6. Answer telephone and perform clerical duties when necessary. | Answer telephone following prescribed procedure. | Telephone etiquette |
| | | Necessity for accuracy in recording information resulting from telephone conversations |
| | Perform clerical duties assigned to a fashion coordinator. | Importance of neatness and accuracy in performing clerical duties |
| 7. Greet and assist individuals in a pleasant and efficient way. | Establish rapport with others. | Importance of first impressions |
| | Assist individuals. | Procedures for assisting individuals |
| | Leave a good impression with others. | Importance of positive contacts |
| 8. Work in an efficient manner. | Perform tasks in an efficient manner. | Efficient work methods suitable for a clothing department or store |
| | Maintain clean and orderly work surface. | Importance of clean work surface and hands in handling clothing |

COURSE UNIT III

KNOWING THE MERCHANDISE

OBJECTIVES: Demonstrate familiarity with merchandise.

Read and interpret label information.

Demonstrate basic knowledge of construction processes used in ready-to-wear garments.

Determine quality of workmanship.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 9. Become familiar with merchandise. | Provide information about merchandise. | Information about merchandise which may be of interest to individuals |
| 10. Read and recall information on hang tags and garment tags. | Cite information from hang tags and garment tags. | Information included on garment<br><br>Textiles labeling laws<br><br>Importance of keeping informed about textiles and fashion developments |
| 11. Recognize construction techniques used in garments. | Identify construction techniques used in garments. | Construction techniques used in ready-made garments |
| 12. Determine quality of workmanship. | Point out quality of workmanship. | Signs of quality workmanship |

COURSE UNIT IV

PERSONALITIES OF FABRICS

OBJECTIVES: Describe characteristics of different textiles.

Determine fiber content using various methods.

Explain basic methods of fabric construction.

Describe fabric finishing processes and their purposes.

Describe the effects of textile characteristics upon selection, use, care, and performance.

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| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 13. Identify fiber content by various methods. | Identify fiber content of garments. | Fibers and their outstanding characteristics<br>Procedures for identifying fiber content |
| 14. Recognize features and qualities of fabrics, such as fiber content, weave, texture, color, design, finishes, care required, and durability. | Describe features and qualities of various fabrics. | Fabric construction<br>Dyeing and printing<br>Fabric finishes<br>Determining fabric quality |
| | Use appropriate textile terms. | Textile terminology<br>Trade names |
| | Recommend care and treatment of various fabrics. | Care required by various fabrics |

COURSE UNIT V

COORDINATING GARMENTS AND ACCESSORIES

OBJECTIVES: Describe garments suitable for various occasions.

Relate elements and principles of design to coordination of garments and accessories for a specific individual.

Demonstrate ability to advise customer concerning style for individual.

Describe procedures for coordinating garment and accessories for a specific individual.

Describe fashionable ways to wear various accessories.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 15. Recognize types of garments suitable for various occasions. | Coordinate garments suitable for specific occasions. | Garments suitable for various occasions |
| 16. Identify current fashions and styles suitable for persons of various ages and figure types. | Apply the basic rules for using color, line, form, and texture in coordinating garments and accessories. | Elements of design and their application |
| | Apply basic rules for using proportion, balance, rhythm, emphasis and harmony in coordinating garments and accessories. | Principles of design and their application |
| | Use appropriate fashion terms. | Fashion terminology |
| | Recognize current fashion trends. | Fads, fashions, and styles |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | | Fashion designers |
| 17. Coordinate garments and accessories. | Coordinate accessories suitable for specific garments, individuals, and occasions. | Coordination of garments and accessories<br>Accessories for specific occasions<br>Accessory trends and fashions |
| 18. Recognize fashionable ways to wear accessories. | Demonstrate ways to wear accessories. | Sources of information on ways to wear accessories |

COURSE UNIT VI

FITTING READY-MADE GARMENTS

OBJECTIVES: Examine garment and analyze fitting problems.

Identify procedures for marking alterations on a garment for proper fit.

Appreciate importance of well-fitted garment for comfort and attractiveness.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 19. Examine garment on individual. | Check garment on individual, examining:<br>Location and slope of shoulder line<br>Position of waistline<br>Location of grainline<br>Length and hang of sleeve<br>Length of bodice, vest or jacket<br>Position of darts in bodice and sleeves<br>Ease at bust or chest<br>Measurement of waistline | Fitting as a most important ability in becoming a successful fashion coordinator<br>Importance of a well-fitted garment<br>Importance of grainline in fit of garment |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | Ease at hipline | |
| | Length of seat and crotch | |
| | Length of skirt or slacks | |
| | Location of side seams. | |
| | Note figure proportions of customer that create fitting problems. | Causes of fitting problems in terms of figure proportions and posture |
| 20. Analyze fitting problems. | Analyze fitting problems of customer. | Characteristics of a well-fitted garment |
| | Offer suggestions to customer for desirable alterations when requested. | |
| 21. Fit garments and mark or pin needed alterations. | Fit garment to satisfaction of customer. | Types of alterations that eliminate common fitting problems |
| | Maintain grainline in fitting. | |
| | Mark or pin garment indicating desired alterations. | Markings which are used to indicate the alteration to be made |

COURSE UNIT VII

DISPLAY TECHNIQUES

OBJECTIVES: Relate elements and principles of design to merchandise displays in store or store windows.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 22. Prepare attractive displays of merchandise in store and store windows. | Plan store or window displays of garments and accessories. | Principles involved in selection and coordination of garments and accessories for displays |
| | Accept suggestions from supervisory personnel in setting up displays. | Current color, fashion, and accessory trends |

COURSE UNIT VIII

FASHION SHOWS

OBJECTIVE: Describe procedures in planning and presenting a fashion show.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 23. Assist in planning and presenting fashion shows. | Follow acceptable procedures in planning and presenting fashion shows. | Types of fashion shows<br>Procedures for planning and presenting a fashion show<br>Themes for fasion shows<br>Stage facilities<br>Models and line-up<br>Commentator |

COURSE UNIT IX

CARE AND MAINTENANCE

OBJECTIVES: Use recommended procedures for cleaning and maintaining store.

Recognize necessity for keeping stock in order for easy accessibility and efficient job performance.

Identify principles of safety which relate to handling and storing merchandise.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 24. Assist in keeping store clean and orderly. | Select appropriate supplies for dusting work tables, counters, shelves, furniture, equipment, and displays. | Importance of cleaning tasks and attitudes toward performing tasks<br><br>Selection of the appropriate supplies for each cleaning task |
| | Keep supplies in order for easy accessibility. | Application of work simplification techniques to the performance of cleaning tasks (management of time and energy)<br><br>Principles of motion economy |
| | Keep stock straightened in stockroom and under counters. | General procedures to follow in caring for displays<br><br>Importance of keeping work area well organized |
| | Recognize hazards that may cause accidents in a clothing department. | Safety practices necessary when using equipment and supplies |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
| --- | --- | --- |
| | | Importance of unobstructed passage-ways or aisles<br><br>Safety principles involved in moving furniture and arrangements |

FLORAL DESIGNER

FLORAL DESIGNER JOB ANALYSIS

(Used in interviews with managers, owners, and employees of florist shops)

Name of Business _____ Date _____

Person Interviewed _____ Interviewer _____

DIRECTIONS: Please check in the appropriate column the responsibilties you expect a student to assume when working as a floral designer. In the proposed schedule column, indicate when during the school year you plan for the student to take up each task or group of tasks. This information will aid the teacher-coordinator in developing an individualized training plan for the student.

A floral designer assumes numerous responsibilities in a florist shop assisting customers in selecting floral arrangements, plants, and accessories. Working under the supervision of an experienced florist, he or she performs the following functions:

| | DAILY | OCCASIONALLY | DOES NOT APPLY | PROPOSED SCHEDULE |
|---|---|---|---|---|
| 1. Help to evaluate own progress in meeting job responsibilities. | | | | |
| 2. Observe policies of the establishment concerning work schedules, absences, and other regulations. | | | | |
| 3. Accept instruction and guidance from supervisory personnel. | | | | |
| 4. Work as a member of the team, rotating job responsibilities as outlined by supervisory personnel. | | | | |
| 5. Assist other employees when necessary. | | | | |
| 6. Answer telephone and perform clerical duties when necessary. | | | | |
| 7. Refer to local directories and newspapers to verify information. | | | | |
| 8. Work in an efficient manner. | | | | |
| 9. Become familiar with merchandise. | | | | |

| | DAILY | OCCASION-ALLY | DOES NOT APPLY | PROPOSED SCHEDULE |
|---|---|---|---|---|
| 10. Care for and prepare flowers, foliage, and plants. | | | | |
| 11. Use various mechanical aids in arranging flowers. | | | | |
| 12. Design and fashion floral pieces and decorations using natural and artificial flowers and foliage. | | | | |
| 13. Advise individual regarding type of flowers, floral arrangements, and decorations desirable for specific occasions, utilizing knowledge of social and religious customs. | | | | |
| 14. Plan floral settings for special occasions. | | | | |
| 15. Arrange displays of flowers and decorative accessories in store and windows. | | | | |
| 16. Assist in keeping store clean and orderly. | | | | |

COURSE UNIT I

WHAT IS A FLORAL DESIGNER?

OBJECTIVES: Become aware of tasks and competencies involved in working as a floral designer.

Evaluate self in terms of personal qualities related to success as a floral designer.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 1. Help to evaluate own progress in meeting job responsibilities. | Relate job responsibilities to personal qualities and to the type of florist shop. | Job opportunities in the field of floristry<br><br>Tasks assumed by employees in florist shops<br><br>Personal qualities and abilities needed by a successful floral designer |
| | Evaluate self in terms of ability to meet job responsibilities. | Importance of self-evaluation<br><br>Criteria for successful performance of a job<br><br>Ways to use criteria to evaluate personal progress in meeting job requirements |

COURSE UNIT II

FLORAL DESIGNER--MEMBER OF A TEAM

OBJECTIVES: Identify policies and procedures which relate to the position of floral designer.

Recognize the relationship between job success and interpersonal relationships.

Apply policies and rules of conduct to particular job.

Describe attitudes toward interpersonal relationships (employer-employee, employee-employee, customer-employee) which are conducive to job success.

Practice techniques which make the individual feel welcome and comfortable.

Apply principles of motion economy to tasks performed on the job.

Evaluate own work habits and plan for self-improvement.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 2. Observe policies of the establishment concerning work schedules, absences and other regulations. | Accept and follow policies of the business firm. | Typical policies and procedures of florist shops<br><br>Importance of following policies and procedures in a particular business operation<br><br>Need for flexibility in performance of duties as a floral designer |
| 3. Accept instruction and guidance from supervisory personnel. | Accept and follow directions and instructions from persons in authority. | Attitudes which contribute to effective employer-employee, employee-employee, and customer-employee relationships |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 4. Work as a member of the team, rotating job responsibilities as outlined by supervisory personnel. | | Importance of willingness to accept and carry out various assigned tasks |
| 5. Assist other employees when necessary. | Assist other employees. | Necessity of working cooperatively with other employees |
| 6. Answer telephone and perform clerical duties when necessary. | Answer telephone following prescribed procedure. | Telephone etiquette |
| | | Necessity for accuracy in recording information resulting from telephone conversations |
| | Perform clerical duties assigned to a floral designer. | Importance of neatness and accuracy in performing clerical duties |
| 7. Refer to local directories and newspapers to verify information. | Double check details of orders. | Reasons for double checking details of orders |
| | | Procedures for verifying information |
| 8. Work in an efficient manner. | Perform tasks in an efficient manner. | Efficient work methods suitable for a florist shop |
| | Maintain clean and orderly work surface. | Importance of clean work surface |

COURSE UNIT III

KNOWING THE MERCHANDISE

OBJECTIVE: Demonstrate familiarity with merchandise.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 9. Become familiar with merchandise. | Provide information about merchandise. | Information about merchandise which may be of interest to individuals<br><br>Importance of keeping informed about floral developments<br><br>Ways to keep up with floral developments |

COURSE UNIT IV

TYPES, CARE, AND TREATMENT OF FLOWERS, FOLIAGE, AND PLANTS

OBJECTIVES: Identify flowers, foliage, and plants frequently available in florist shops.

Demonstrate ability to care for and treat flowers, foliage, and plants.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 10. Care for and prepare flowers, foliage, and plants. | Recognize various types of flowers, foliage, and plants.<br><br>Use appropriate methods in care and handling of flowers, foliage, and plants. | Types of flowers, foliage and plants<br><br>Long-lasting flowers<br><br>Care and storage of flowers and foliage<br><br>Special treatment required by specific flowers<br><br>Stem preparation<br><br>Tinting flowers<br><br>Care of potted plants |

COURSE UNIT V

MECHANICS OF ARRANGING

OBJECTIVES: Demonstrate uses for tools, supplies, and mechanical aids used in flower arranging.

Determine appropriate containers, bases, stands, and accessories for flower arrangments.

Describe procedures for wiring flowers.

Describe ways to use ribbon, bows, and other materials in flower arrangements.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 11. Use various mechanical aids in arranging flowers. | Use tools and supplies in preparing floral arrangments. | Tools, supplies and mechanical aids for floral arrangements |
| | Solve mechanical problems. | Solutions to mechanical problems |
| | Choose appropriate containers, bases, stands, and accent objects | Selection and use of containers, bases, stands, and accent objects |
| | Wire flowers. | Reasons for wiring |
| | | Sizes and uses of wire |
| | | Procedures for wiring |
| | Use appropriate ribbons, bows, and other accessory materials. | Use of ribbons, bows, paper, and other accessory materials |
| | | Reasons for using supplies conservatively |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | | Making combination arrangements |
| | | Designing arrangements from dried plant materials and other lifeless forms |
| | Arrange permanent flowers. | Arranging permanent flowers |
| | Use appropriate designs for corsages and bouquets. | Types of corsages and bouquets |
| | | Flowers used in corsages and bouquets |
| | | Designs used for corsages and bouquets |
| | | Making corsages and bouquets |
| | Trim potted plants. | Trimming potted plants |
| | Arrange plants. | Principles of plant arrangement |
| | | Design shapes |
| | | Selection of plant material |
| | | Skills in plant arrangement |

COURSE UNIT VI

FLOWER ARRANGEMENTS

OBJECTIVE: Relate elements and principles of design to coordination of flowers, foliage, vases and containers, ribbons, etc.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 12. Design and fashion floral pieces and decorations using natural and artifical flowers and foliage. | Apply the basic rules for using color, line, form, and texture to floral arrangements and decorations. | Elements of design and their application |
| | Apply basic rules for using proportion, balance, rhythm, emphasis, and harmony to floral arrangements and decorations. | Principles of design and their application |
| | Recognize basic flower forms. | Flower forms |
| | Use apporopriate designs for floral arrangements. | Types of arrangements |
| | | Basic plans for floral arrangements |
| | | Principles of floral design |
| | | Procedures for making arrangements |
| | | Designing foliage arrangements |
| | | Designing flower arrangements |
| | | Designing fruit and vegetable arrangements |

COURSE UNIT VII

FLORAL ARRANGEMENTS FOR SPECIAL OCCASIONS

OBJECTIVES: Identify flowers appropriate for various special occasions.

Plan creative floral settings for special occasions.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 13. Advise individual regarding type of flowers, floral arrangements, and decorations desirable for specific occasions, utilizing knowledge of social and religious customs. | Describe various types of flowers and arrangements. | Types of flower arrangements |
| | Use appropriate floral terms. | Floral terminology |
| | Recommend arrangements and plants for specific occasions. | Flowers, arrangements, and plants suitable for various occasions |
| | | Importance of knowing what is on hand or can be obtained quickly |
| 14. Plan floral settings for special occasions. | Build an idea file of creative floral settings for special occasions. | Sources of creative ideas for floral settings |
| | | Building an idea file |
| | | Importance of keeping up with current trends |
| | Plan floral setting for weddings. | Wedding etiquette |
| | | Wedding procedures |
| | | Religious variations |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | | Receptions |
| | | Wedding decorations |
| | | Bouquets and corsages |
| | Plan floral arrangements for funerals. | Kinds of flowers used in funeral designs |
| | | Types of funeral designs |
| | | Steps in making funeral designs |
| | | Reasons for including description of flowers and sender's name and address on enclosure card for funeral arrangements |
| | Plan arrangements for holidays and other occasions. | Flowers and arrangements suitable for specific holidays and other occasions, such as birthdays, graduation, parties, anniversaries |
| | | Arrangements suggested by wire service organizations |
| | | Religious traditions related to flowers |
| | Plan arrangements for specific settings. | Arrangements for specific settings, such as church, office, reception rooms, and homes |
| | | Information needed for planning arrangement such as color scheme, direction to be viewed, occasion |

COURSE UNIT VIII

DISPLAY TECHNIQUES

OBJECTIVE: Recognize and accept proper procedures to follow when arranging store or window displays.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 15. Arrange displays of flowers and decorative accessories in store and windows. | Plan store or window display of flowers and decorative accessories.<br><br>Accept suggestions from supervisory personnel in setting up displays. | Principles involved in selection and coordination of flowers and accessories for display<br><br>Current color and accessory trends<br><br>Seasonal trends<br><br>Reasons for changing displays frequently |

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COURSE UNIT IX

CLEANING AND MAINTENANCE

OBJECTIVES: Use recommended procedures for cleaning and maintaining store.

Recognize necessity for keeping stock in order for easy accessibility and efficient job performance.

Identify principles of safety which relate to the handling and storing of merchandise.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 16. Assist in keeping store clean and orderly. | Select appropriate supplies for dusting work tables, counters, shelves, furniture, equipment, and displays. | Importance of cleaning tasks and attitudes toward performing tasks<br><br>Selection of the appropriate supplies for each cleaning task |
| | Keep supplies in order for easy accessibility. | Application of work simplification techniques to the performance of cleaning tasks (management of time and energy)<br><br>Motion economy |
| | Keep stock straightened in stock room, workroom, and under counters. | General procedures to follow in caring for floral displays and supplies<br><br>Importance of keeping work area well organized |
| | Recognize hazards that may cause accidents in a florist shop. | Safety practices necessary when using equipment and supplies |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | | Importance of unobstructed passage-ways or aisles<br><br>Safety principles involved in moving furniture and arrangements |

FOOD CATERER AIDE

FOOD CATERER AIDE JOB ANALYSIS

(Used in interviews with food caterers)

Name of Business _____ Date _____

Person Interviewed _____ Interviewer _____

DIRECTIONS: Please check in the appropriate column the responsibilities you expect a student to assume when working as a food caterer aide. In the proposed schedule column, indicate when during the school year you plan for the student to take up each task or group of tasks. This information will aid the teacher-coordinator in developing an individualized training plan for the student.

A food caterer aide assumes numerous responsibilities in preparing and serving food in a food catering establishment. Working under the direction of a qualified caterer, he or she performs the following functions:

| | DAILY | OCCASIONALLY | DOES NOT APPLY | PROPOSED SCHEDULE |
|---|---|---|---|---|
| 1. Accept instruction and guidance from supervisory personnel in performing duties assigned to a food caterer aide. | | | | |
| 2. Handle food, beverages, equipment, utensils, and table settings in ways to prevent contamination. | | | | |
| 3. Follow federal, state, city, and local sanitation codes. | | | | |
| 4. Wash and inspect glassware, flatware, and tableware for cleanliness, spotlessness, and damage. | | | | |
| 5. Wash utensils and cooking equipment. | | | | |
| 6. Pack dishes and utensils used in catering for transportation to and from catering establishment. | | | | |
| 7. Pack and transport food in appropriate containers and at proper temperatures. | | | | |
| 8. Clean and sanitize furniture, floors, and other surfaces in the kitchen and in the serving area. | | | | |
| 9. Use precautions necessary to avoid accidents in food preparation area. | | | | |

| | DAILY | OCCASIONALLY | DOES NOT APPLY | PROPOSED SCHEDULE |
|---|---|---|---|---|
| 10. Follow appropriate emergency procedures. | | | | |
| 11. Select proper hand utensils for specific food preparation tasks. | | | | |
| 12. Measure and weigh foods according to specifications listed in standard recipes. | | | | |
| 13. Select and correctly use proper piece of equipment for a specified job in food preparation and service. | | | | |
| 14. Select and correctly use proper piece of equipment for cooking food. | | | | |
| 15. Read recipes, know terminology, and follow directions. | | | | |
| 16. Assemble plates of food and place them on trays. | | | | |
| 17. Plan work schedule so foods are ready at serving time. | | | | |
| 18. Make beverages, such as coffee and tea, and place them in serving locations. | | | | |
| 19. Follow standard procedures for preparing a variety of foods. | | | | |
| 20. Evaluate quality of food prepared. | | | | |
| 21. Arrange tables and decorations. | | | | |
| 22. Arrange buffet tables. | | | | |
| 23. Serve food in manner prescribed by client. | | | | |
| 24. Follow acceptable procedures for special functions. | | | | |
| 25. Set assigned tables following instructions for the function. | | | | |
| 26. Use good public relations in serving guests. | | | | |
| 27. Serve food and beverages to guests. | | | | |

| | DAILY | OCCASION-ALLY | DOES NOT APPLY | PROPOSED SCHEDULE |
|---|---|---|---|---|
| 28. Serves special occasion foods. | | | | |
| 29. Check the needs of guests periodically and supply them with needed items. | | | | |
| 30. Clear items from table as the guest is finished with them. | | | | |
| 31. Replenish serving station during serving hours. | | | | |
| 32. Fill condiment containers, arrange dishes and silverware in appropriate places. | | | | |
| 33. Remove soiled items from tables and stations. | | | | |
| 34. Transport loaded trays and carts between kitchen and serving area. | | | | |
| 35. Follow standard procedures for receiving food and supplies. | | | | |
| 36. Requisition or issue food and supplies. | | | | |
| 37. Store food and supplies in appropriate facilities and at proper temperatures. | | | | |
| 38. Assist with inventories of food and supplies. | | | | |

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COURSE UNIT I

WHAT IS A FOOD CATERER AIDE?

OBJECTIVES: Become acquainted with the various tasks expected of employees in different types of catering.

Analyze self in terms of desirable personal characteristics which contribute to success as a food caterer aide.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 1. Accept instruction and guidance from supervisory personnel in performing duties assigned to a food caterer aide. | Relate job responsibilities to personal qualities and to the type of catering establishment. | Job opportunities in food catering industry<br><br>Types of catering services<br><br>Occasions for which food may be catered<br><br>Tasks assumed by food caterer aides<br><br>Attitudes which lead to good interpersonal relationships (employer-employee, employee-employee, guest-employee)<br><br>Personal qualities and characteristics needed by a successful food caterer aide |

2-11

COURSE UNIT II

SANITATION

OBJECTIVES: Identify ways disease may be spread through careless handling of food and equipment.

Recognize the principles of sanitation which apply to the food service industry.

Describe procedures for safely transporting food and equipment.

Recognize the necessity of appropriate housekeeping and maintenance practices.

Evaluate personal practices in relation to principles of sanitation.

Discriminate between cleaning and sanitizing and know when to use each.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 2. Handle food, beverages, equipment, utensils, and table settings in ways to prevent contamination. | Use judgement in handling food, equipment, and supplies in a sanitary manner. | Types of food-borne illnesses<br><br>Ways disease and food-borne illnesses may be spread through careless handling of contaminated utensils, equipment, and food<br><br>Procedures to follow to prevent food-borne illnesses<br><br>Necessity for the evaluation of personal habits related to cleanliness and sanitation |
| 3. Follow federal, state, city, and local sanitation codes. | Observe sanitation codes. | Federal, state, and local sanitary requirements for food service operation |

2-12

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 4. Wash and inspect glassware, flatware, and tableware for cleanliness, spotlessness, and damage. | Wash dishes and utensils using efficient, sanitary techniques and appropriate materials and equipment. | Appropriate procedures for dishwashing<br><br>Procedures for sanitizing dishes and utensils |
| 5. Wash utensils and cooking equipment. | | Proper use and care of dishwashing equipment |
| 6. Pack dishes and utensils used in catering for transporting to and from catering establishment. | Use acceptable procedures in preparing food and equipment for transporting. | Equipment used for transporting food and equipment<br><br>Procedures for packing food, dishes, and utensils |
| 7. Pack and transport food in appropriate containers at proper temperatures. | | Temperatures appropriate for transporting various foods<br><br>Inventorying food and equipment before transporting and before leaving job |
| 8. Clean and sanitize furniture, floors, and other surfaces in the kitchen and in the serving area. | Perform housekeeping tasks assigned in an efficient and sanitary manner. | Importance of maintaining all surfaces in a sanitary manner<br><br>Procedures for cleaning and sanitizing surfaces and equipment |
| | Select the correct materials for cleaning tables and chairs. | Procedures for cleaning tables and chairs |
| | Care for types of floor finishes at place of employment. | Methods to use for cleaning a variety of floor finishes and coverings<br><br>Procedures to follow for mopping floors |

COURSE UNIT III

SAFETY

OBJECTIVES: Recognize the principles of safety which relate to the handling and storing of food, equipment, and utensils.

Evaluate self in terms of safety practices followed on the job.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 9. Use precautions necessary to avoid accidents in food preparation area. | Recognize hazards that may cause accidents. | Conditions which may lead to accidents |
| | Apply safety precautions to prevent accidents. | Necessity of being alert to hazardous situations |
| | | Precautions to follow in the food preparation area |
| | | Appropriate methods to use for lifting and carrying objects |
| 10. Follow appropriate emergency procedures. | Apply first aid to minor injuries. | First aid for minor injuries |
| | Use different kinds of fire extinguishers. | Types of fire extinguishers to use for different types of fires |

COURSE UNIT IV

SMALL EQUIPMENT FOR FOOD PREPARATION AND SERVICE

OBJECTIVES: Select the appropriate piece of equipment for a particular task.

Describe safety measures to observe when using knives.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 11. Select proper hand utensil for specific food preparation tasks. | Select and use appropriate utensils for food preparation. | The appropriate utensil to select for a particular task |
| 12. Measure and weigh foods according to specifications listed in standard recipes. | Use standard weights and measures in preparing foods. | Procedures to follow when measuring and weighing foods<br><br>Functions of scales and balances and their use and care |

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COURSE UNIT V

LARGE EQUIPMENT FOR FOOD PREPARATION AND SERVICE

OBJECTIVES: Recognize the kinds and functions of equipment used in commercial food service establishments.

Outline correct procedures for use of commerical kitchen equipment.

Select the appropriate piece of equipment for a particular task.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 13. Select and correctly use proper piece of equipment for a specified job in food preparation and service. | Use food service equipment correctly. | Procedures for using commercial kitchen equipment<br><br>Factors related to the care of commercial kitchen equipment<br><br>Appropriate methods of handling equipment to avoid injury and damage |

COURSE UNIT VI

LARGE EQUIPMENT FOR COOKING FOOD

OBJECTIVES: Recognize the kinds and functions of equipment used in commercial food service establishments.

Outline correct procedures for use of commercial kitchen equipment.

Select the appropriate piece of equipment for a particular task.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 14. Select and correctly use proper piece of equipment for cooking food. | Use food service equipment correctly. | Procedures for using commercial kitchen equipment<br><br>Factors related to the care of commercial kitchen equipment<br><br>Appropriate methods of handling equipment to avoid injury and damage |

COURSE UNIT VII

TECHINQUES OF FOOD PREPARATION

OBJECTIVES: Interpret terms, abbreviations, equivalents, and substitutions used in recipes.

Plan work so as to meet scheduled deadlines.

Adapt techniques of work simplification to tasks performed on the job.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 15. Read recipes, know terminology and follow directions. | Follow standard recipes accurately. | Importance of following standard procedures when using a recipe<br>Characteristics of standard recipe<br>Terminology, abbreviations, substitutions, and equivalents used in recipes |
| | Prepare convenience foods following directions. | Importance of following directions when preparing convenience foods<br>Processes used to preserve convenience foods |
| 16. Assemble plates of food and place them on trays. | Portion food accurately and arrange attractively on plate. | Reasons for portioning foods<br>Methods used to portion foods |
| 17. Plan work schedule so foods are ready at serving time. | Schedule work so foods are prepared by serving time. | Purpose of work simplification<br>Work simplification techniques<br>Principles of motion economy which affect job performance |

COURSE UNIT VIII

COLD FOOD WORK STATION

OBJECTIVES: Describe procedures to be used in the preparation of quality cold foods.

Identify standards for quality cold food products.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 18. Make beverages, such as coffee and tea, and place them in serving locations. | Prepare beverages of high quality consistently. | Standard procedures for preparing beverages |
| 19. Follow standard procedures for preparing a variety of foods. | Prepare cold foods following standardized procedures and recipes. | Ingredients used in various cold foods<br>Various processes of food preparation:<br>Salads Sandwiches |
| | Assemble ingredients and equipment for various processes of food preparation. | Correct temperatures for preparing cold foods<br>Care and storage of various cold foods |
| 20. Evaluate quality of food prepared. | Judge quality of a variety of foods by sight, odor, and taste. | Quality standards for raw and prepared foods<br>Necessity for consistency in preparation of high quality cold food products<br>Ways to serve various cold foods<br>Garnishes and garnishing |

COURSE UNIT IX

HOT FOOD WORK STATION

OBJECTIVES: Describe procedures to be used in the preparation of quality hot foods.

Identify standards for quality hot food products.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 19. Follow standard procedures for preparing a variety of foods. | Prepare hot foods following standardized procedures and recipes. | Ingredients used in various hot foods<br><br>Various processes of food preparation:<br>Eggs<br>Soups<br>Sauces<br>Vegetables<br>Cereals<br>Pastas<br>Meat, Poultry, Seafood |
| | Assemble ingredients and equipment for various processes of food preparation. | Correct temperatures for preparing hot foods<br><br>Care and storage of various hot foods |
| 20. Evaluate quality of food prepared. | Judge quality of a variety of foods by sight, odor, and taste. | Quality standards for hot foods<br><br>Necessity for consistency in preparation of high quality hot food products<br><br>Ways to serve various hot foods |

COURSE UNIT X

BAKE WORK STATION

OBJECTIVES: Describe procedures to be used in the preparation of quality baked foods.

Identify standards for quality baked food products.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 19. Follow standard procedures for preparing a variety of foods. | Prepare baked foods following standardized procedures and recipes. | Ingredients used in various baked foods<br><br>Various procedures of food preparation:<br>Desserts — Pastries<br>Cakes — Quick Breads<br>Cookies — Yeast Breads<br><br>Correct temperatures for preparing baked foods<br><br>Care and storage of various baked foods |
| 20. Evaluate quality of food prepared. | Judge quality of a variety of foods by sight, odor, and taste. | Quality standards for baked foods<br><br>Necessity for consistency in preparation of high quality baked products<br><br>Ways to serve various baked foods |

COURSE UNIT XI

TABLE SERVICE TECHNIQUES

OBJECTIVES: Describe decorations appropriate for various occasions.

Describe procedures for arranging tables, decorations and buffet.

Describe procedures for setting the table for different types of service.

Practice techniques which make guests feel welcome and comfortable.

Analyze techniques used in serving food and cleaning tables.

Recognize the necessity for alertness to guests' needs.

Recognize the contribution bus service makes to the operation of the catering service.

Identify tasks involved in bus service.



| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 21. Arrange tables and decorations. | Arrange tables and decorations in a efficient manner. | Elements and principles of design<br>Possible table arrangements for various occasions<br>Following a floor plan<br>Spacing tables and chairs<br>Care and placement of decorations |
| 22. Arrange buffet tables. | Arrange centerpiece, food and tableware attractively on the buffet table. | General procedures for setting the buffet table |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 23. Serve food in manner prescribed by client. | Serve food properly according to type of service used. | American, buffet, French, and family types of service<br><br>Table service for teas<br><br>Responsibilities involved in the served buffet<br><br>Ways to display foods in an attractive manner<br><br>Importance of keeping serving area clean |
| 24. Follow acceptable procedures for special functions. | Observe appropriate procedures at special functions. | Procedures to follow for special functions |
| 25. Set assigned tables following instructions for the function. | Set tables in manner prescribed by employer. | Terms related to table settings<br><br>Methods of setting tables |
| 26. Use good public relations in serving guests. | Serve guests. | Importance of first impressions in the food service industry |
| | Maintain an appropriate appearance. | Appropriate appearance for service host or hostess |
| | Relate to guests in a friendly, pleasant manner. | Personality traits which contribute to success as a service host or hostess |
| 27. Serve food and beverages to guests. | Serve food according to method specified for a particular function. | Techniques used in the serving of food at tables, buffets, and teas<br><br>Order in which service is performed for different meals or menus |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | | Techniques to use when serving children and handicapped guests |
| 28. Serve special occasion foods. | Serve and portion special occasion foods accurately and attractively. | Procedures for serving special occasion foods |
| | Cut cake into specified number of pieces using acceptable procedures. | Types of cakes<br>Procedures for cutting cakes |
| 29. Check the needs of guests periodically and supply them with needed items. | Remain alert to guests' needs. | Importance of being alert to guests' needs as a contributing factor in the success of a catering business |
| 30. Clear items from table as guest is finished with them. | Remove dishes and food from table in prescribed manner. | Procedure to follow when removing food and dishes from table |
| 31. Replenish serving station during serving hours. | Handle china, glassware, silverware, utensils, ice, and condiments in a safe, efficient, and orderly manner. | Tasks involved in bus service<br>Importance of bus service to overall food service operation |
| 32. Fill condiment containers, arrange dishes and silverware in appropriate places. | Organize supplies and materials for efficient, sanitary use. | Ways to organize equipment and supplies used in bus service |
| 33. Remove soiled items from tables and stations. | Remove items from tables and serving station efficiently and quietly. | Importance of quiet and efficient methods in the performance of busing tasks |
| 34. Transport loaded trays and carts between kitchen and serving areas. | Load and carry or push trays and carts properly. | Efficient methods of loading and carrying or pushing trays and carts |

COURSE UNIT XII

PROCEDURES FOR STOREROOM CONTROL

OBJECTIVES: Identify procedures used in compiling orders, receiving, and storing food and supplies.

Describe reasons food and supplies are issued to employees.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 35. Follow standard procedure for receiving food and supplies. | Check in food and supplies ordered in an efficient and orderly manner. | Forms used for receiving food and supplies<br><br>Necessity for checking both quality and quantity of goods received<br><br>Procedures to follow when receiving food and supplies<br><br>Types of scales used for receiving goods |
| 36. Requisition or issue food and supplies. | Issue food and supplies to workers in the food service operation. | Forms used for requisitioning food and supplies<br><br>Importance of filling only authorized requisitions |
| 37. Store food and supplies in appropriate facilities and at proper temperature. | Store food and supplies in appropriate facilities.<br><br>Care for storage facilities. | Principles of storing food and supplies<br><br>Temperature appropriate for different types of storage |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 38. Assist with inventories of food and supplies. | Take inventory accurately. | Purposes of inventories<br>Procedures for taking inventories |

FOOD SERVICE EMPLOYEE

FOOD SERVICE EMPLOYEE JOB ANALYSIS

(Used in interviews with food service managers)

Name of Business _____ Date _____

Person Interviewed _____ Interviewer _____

DIRECTIONS: Please check in appropriate column the responsibilities you expect a student to assume when working as a food service employee. In the proposed schedule column, indicate when during the school year you plan for the student to take up each task or group of tasks. This information will aid the teacher-coordinator in developing an individualized training plan for the student.

A food service employee assumes numerous responsibilities in preparing and serving food in such situations as restaurants, cafes, tearooms, cafeterias, franchise food establishments, hospitals, nursing homes, school cafeterias, children's homes, utility companies, private homes with supervision and other food service facilities. Working under the direction of a qualified food service worker, the student performs the following functions:

| | DAILY | OCCASIONALLY | DOES NOT APPLY | PROPOSED SCHEDULE |
|---|---|---|---|---|
| 1. Accept instruction and guidance from supervisory personnel in performing duties assigned to a food service employee. | | | | |
| 2. Handle food, beverages, equipment, utensils, and table settings in ways to prevent contamination. | | | | |
| 3. Follow federal, state, and local sanitation codes. | | | | |
| 4. Wash and inspect glassware, flatware, and tableware for cleanliness and spotlessness. | | | | |
| 5. Wash utensils and cooking equipment. | | | | |
| 6. Clean and sanitize furniture, floors, and other surfaces in the kitchen and in the serving area. | | | | |
| 7. Use precautions necessary to avoid accidents in food preparation area. | | | | |
| 8. Follow appropriate emergency procedures. | | | | |

| | DAILY | OCCASIONALLY | DOES NOT APPLY | PROPOSED SCHEDULE |
|---|---|---|---|---|
| 9. Use nutrition information in planning, preparing, and serving meals for persons of various ages. | | | | |
| 10. Select proper hand utensil for specific food preparation tasks. | | | | |
| 11. Measure and weigh foods according to specifications listed in standard recipes. | | | | |
| 12. Select and correctly use proper piece of equipment for a specified job in food preparation and service. | | | | |
| 13. Select and correctly use proper piece of equipment for cooking food. | | | | |
| 14. Read recipes, know terminology, and follow directions. | | | | |
| 15. Assemble food orders and place them on plates and trays. | | | | |
| 16. Verify orders by scanning filled plates to insure specified portion and quality of food. | | | | |
| 17. Plan work schedule so foods are ready at serving time. | | | | |
| 18. Make beverages, such as coffee and tea, and place them in serving locations. | | | | |
| 19. Follow standard procedures for preparing a variety of foods. | | | | |
| 20. Evaluate quality of food prepared. | | | | |
| 21. Serve food in manner prescribed at place of employment. | | | | |
| 22. Set assigned tables at the beginning of the work day and maintain tables during service hours. | | | | |
| 23. Help arrange tables for large groups and banquets. | | | | |
| 24. Welcome customers in an appropriate manner. | | | | |
| 25. Fill water glasses and distribute menus. | | | | |
| 26. Offer suggestions or answer questions about the menu. | | | | |

| | DAILY | OCCASIONALLY | DOES NOT APPLY | PROPOSED SCHEDULE |
|---|---|---|---|---|
| 27. Write orders following prescribed methods. | | | | |
| 28. Place orders in kitchen. | | | | |
| 29. Prepare menu folders. | | | | |
| 30. Serve food to customer. | | | | |
| 31. Check the needs of the customers periodically and supply them with needed items. | | | | |
| 32. Clear items from tables as the customer is finished with them. | | | | |
| 33. Replenish serving station during serving hours. | | | | |
| 34. Fill condiment containers, arrange dishes and silverware in appropriate places. | | | | |
| 35. Remove soiled items from tables and stations. | | | | |
| 36. Carry loaded trays between kitchen and serving areas. | | | | |
| 37. Sort, count, and store utensils at designated places. | | | | |
| 38. Itemize and total the price of each order. | | | | |
| 39. Present check to customer. | | | | |
| 40. Make change. | | | | |
| 41. Do side work and perform closing duties. | | | | |
| 42. Follow standard procedures for receiving food and supplies. | | | | |
| 43. Requisition or issue food and supplies. | | | | |
| 44. Store food and supplies in appropriate facilities and at proper temperature. | | | | |

| | DAILY | OCCASION-ALLY | DOES NOT APPLY | PROPOSED SCHEDULE |
|---|---|---|---|---|
| 45. Assist with inventories of food and supplies. | | | | |

COURSE UNIT I

WHAT IS A FOOD SERVICE EMPLOYEE?

OBJECTIVES: List the tasks and competencies of a food service employee.

Identify opportunities for advancement in food service.

Apply policies and rules of conduct to a particular job.

Analyze self in terms of desirable personal characteristics needed by a food service employee.

Summarize the relationship between job success and interpersonal relationships.

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| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 1. Accept instruction and guidance from supervisory personnel in performing duties assigned to a food service employee. | Relate job responsibilities to personal qualities and to the type of food service establishment. | Job opportunities in the food service industry<br><br>Tasks assumed by food service employees<br><br>Attitudes which lead to good interpersonal relationships (employer-employee, employee-employee, customer-employee)<br><br>Personal qualities and characteristics needed by a successful food service employee<br><br>Business policies related to food service employees |

COURSE UNIT II

SANITATION

OBJECTIVES: Identify ways disease may be spread through careless handling of food and equipment.

Summarize the principles of sanitation which apply to the food service industry.

Recognize the necessity of appropriate housekeeping and maintenance practices.

Evaluate personal practices in relation to principles of sanitation.

Discriminate between cleaning and sanitizing and know when to use each.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 2. Handle food, beverages, equipment, utensils, and table settings in ways to prevent contamination. | Use judgment in handling food, equipment, and supplies in a sanitary manner. | Types of food-borne illnesses<br><br>Ways disease and food-borne illnesses may be spread through careless handling of contaminated utensils, equipment, and food<br><br>Procedures to follow to prevent food-borne illnesses<br><br>Necessity for the evaluation of personal habits related to cleanliness and sanitation<br><br>Handling equipment and utensils<br><br>Cleaning vs. sanitizing<br><br>Pest control |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 3. Follow federal, state, and local sanitation codes. | Observe sanitation codes. | Federal and state sanitary requirements for food service operation |
| 4. Wash and inspect glassware, flatware, and tableware for cleanliness and spotlessness. | Wash dishes and utensils using efficient, sanitary techniques, and appropriate materials and equipment. | Appropriate procedures for dishwashing |
| 5. Wash utensils and cooking equipment. | | Proper use and care of dishwashing equipment |
| 6. Clean and sanitize furniture, floors, and other surfaces in the kitchen and in the serving area. | Perform housekeeping tasks assigned in an efficient and sanitary manner. | Importance of maintaining all surfaces in a sanitary manner |
| | | Procedures for cleaning and sanitizing surfaces and equipment |
| | Select the correct materials for cleaning tables and chairs. | Procedures for cleaning tables and chairs |
| | Care for type of floor finish at place of employment. | Methods to use for cleaning a variety of types of floor finishes and coverings |
| | | Procedure to follow for mopping floors |

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COURSE UNIT III

SAFETY

OBJECTIVES: Recognize the principles of safety which relate to the handling and sorting of food, equipment, and utensils.

Evaluate self in terms of safety practices followed on the job.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 7. Use precautions necessary to avoid accidents in food preparation area. | Recognize hazards that may cause accidents. | Conditions which may lead to accidents |
| | Apply safety precautions to prevent accidents. | Necessity of being alert to hazardous situations |
| | | Precautions to follow in the food preparation area |
| | | Appropriate methods to use for lifting and carrying objects |
| 8. Follow appropriate emergency procedures. | Apply first aid to minor injuries. | First aid for minor injuries |
| | Use different kinds of fire extinguishers. | Types of fire extinguishers to use for different types of fires |

COURSE UNIT IV

NUTRITION

OBJECTIVES: Relate nutritional information to various food service situations.

Describe influences on nutrition and eating habits.

Summarize the food value of specific foods.

Plan nutritious menus for specific situations.

Make simple diet modifications.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 9. Use nutrition information in planning, preparing, and serving meals for persons of various ages. | Recognize factors which influence eating habits. | Food habits and customs<br>Food fads and fallacies |
| | Use the Basic Four Food Groups in guiding food selection. | Basic Four Food Groups |
| | Answer questions about the nutritional value of foods served. | Nutrients needed by the body |
| | Recognize nutritional needs of persons of various ages. | Nutritional needs at various ages |
| | Assist in planning nutritious menus. | Factors to consider in menu planning |
| | Make or follow simple diet modifications. | Common diet modifications |

COURSE UNIT V

SMALL EQUIPMENT FOR FOOD PREPARATION AND SERVICE

OBJECTIVES: Select the appropriate piece of equipment for a particular task.

Describe safety measures to observe when using knives.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 10. Select proper hand utensil for specific food preparation tasks. | Select and use appropriate utensils for food preparation. | The appropriate utensil to select for a particular task |
| 11. Measure and weigh foods according to specifications listed in standard recipes. | Use standard weights and measures in preparing foods. | Procedures to follow when measuring and weighing foods<br><br>Functions of scales and balances and their use and care |

COURSE UNIT VI

LARGE EQUIPMENT FOR FOOD PREPARATION AND SERVICE

OBJECTIVES: Recognize the kinds and functions of equipment used in commercial food service establishments.

Outline correct procedures for use of commercial kitchen equipment.

Select the appropriate piece of equipment for a particular task.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 12. Select and correctly use proper piece of equipment for a specified job in food preparation and service. | Use food service equipment correctly. | Procedures for using commercial kitchen equipment<br><br>Factors related to the care of commercial kitchen equipment<br><br>Appropriate methods of handling equipment to avoid injury and damage |

COURSE UNIT VII

LARGE EQUIPMENT FOR COOKING FOOD

OBJECTIVES: Recognize the kinds and functions of equipment used in commercial food service establishments.

Outline correct procedures for use of commercial kitchen equipment.

Select the appropriate piece of equipment for a particular task.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 13. Select and correctly use proper piece of equipment for cooking food. | Use food service equipment correctly. | Procedures for using commercial kitchen equipment<br><br>Factors related to the care of commercial kitchen equipment<br><br>Appropriate methods of handling equipment to avoid injury and damage |

COURSE UNIT VIII

TECHNIQUES OF FOOD PREPARATION

OBJECTIVES: Interpret terms, abbreviations, equivalents, and substitutions used in recipes.

Plan work so as to meet scheduled deadlines.

Adapt techniques of work simplification to tasks performed on the job.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 14. Read recipes, know terminology, and follow directions. | Follow standard recipes accurately. | Importance of following standard procedures when using a recipe<br><br>Characteristics of standard recipe<br><br>Terminology, abbreviations, substitutions, and equivalents used in recipes |
| | Prepare convenience foods following directions. | Importance of following directions when preparing convenience foods<br><br>Processes used to preserve convenience foods |
| 15. Assemble food orders and place them on plates and trays. | Portion foods accurately and arrange attractively on plate. | Reasons for portioning foods<br><br>Methods used to portion foods |
| 16. Verify orders by scanning filled plates to insure specified portion and quality of food. | Check food orders quickly for accuracy and quality. | Necessity for accurate portions to insure customer satisfaction |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 17. Plan work schedule so foods are ready at serving time. | Schedule work so foods are prepared by serving time. | Purpose of work simplification<br><br>Work simplification techniques<br><br>Principles of motion economy which affect job performance |

COURSE UNIT IX

COLD FOOD WORK STATION

OBJECTIVES: Describe procedures to be used in the preparation of quality cold foods.

Identify standards for quality cold food products.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 18. Make beverages, such as coffee and tea, and place them in serving locations. | Prepare beverages of high quality consistently. | Standard procedures for preparing beverages |
| 19. Follow standard procedures for preparing a variety of foods. | Assemble ingredients and equipment for various processes of food preparation. | Ingredients used in various cold foods |
| | Prepare cold foods following standardized procedures and recipes. | Various processes of food preparation: Salads Sandwiches |
| | | Correct temperature for preparing cold foods |
| | | Care and storage of various cold foods |
| 20. Evaluate quality of food prepared. | Judge quality of a variety of foods by sight, odor, and taste. | Quality standards for raw and prepared foods |
| | | Necessity for consistency in preparation of high quality cold food products |
| | | Ways to serve various cold foods |
| | | Garnishes and garnishing |

COURSE UNIT X

HOT FOOD WORK STATION

OBJECTIVES: Describe procedures to be used in the preparation of quality hot foods.

Identify standards for quality hot food products.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 19. Follow standard procedures for preparing a variety of foods. | Assemble ingredients and equipment for various processes of food preparation. | Ingredients used in various hot foods |
| | Prepare hot foods following standardized procedures and recipes. | Various processes of food preparation:<br>Eggs<br>Soups<br>Sauces<br>Vegetables<br>Cereals<br>Pastas<br>Meat, Poultry, Seafood |
| | | Correct temperatures for preparing hot foods |
| | | Care and storage of various hot foods |
| 20. Evaluate quality of food prepared. | Judge quality of a variety of foods by sight, odor, and taste. | Quality standards for hot foods |
| | | Necessity for consistency in preparation of high quality hot food products |
| | | Ways to serve various hot foods |

COURSE UNIT XI

BAKE WORK STATION

OBJECTIVES: Describe procedures to be used in the preparation of quality baked foods.

Identify standards for quality baked food products.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 19. Follow standard procedures for preparing a variety of foods. | Assemble ingredients and equipment for various processes of food preparation. | Ingredients used in various baked foods |
| | Prepare baked foods following standardized procedures and recipes. | Various procedures of food preparation:<br>Desserts — Pastries<br>Cakes — Quick Breads<br>Cookies — Yeast Breads |
| | | Correct temperatures for preparing baked foods |
| | | Care and storage of various baked foods |
| 20. Evaluate quality of food prepared. | Judge quality of a variety of foods by sight, odor, and taste. | Quality standards for baked foods |
| | | Necessity for consistency in preparation of high quality of baked products |
| | | Ways to serve various baked foods |

COURSE UNIT XII

CUSTOMER SERVICE TECHNIQUES

OBJECTIVES: Define the various types of service used in the food service industry.

Describe procedures for setting the table for the different tynes of service.

Practice techniques which make the customer feel welcome and comfortable.

Analyze techniques used in taking orders, serving foods, and clearing tables.

Recognize the necessity for alertness to customer needs.

Recognize the contribution bus service makes to the operation of the food service establishment.

Identify tasks involved in bus service.



| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 21. Serve food in manner prescribed at place of employment. | Serve food properly according to type of service used. | American, French, Russian, and buffet types of service |
| 22. Set assigned tables at the beginning of the work day and maintain tables during service hours. | Set tables in manner prescribed by employer. | Terms related to table settings<br>Methods of setting tables |
| 23. Help arrange tables for large groups and banquets. | Set up rooms for special functions.<br>Arrange tables in an efficient manner. | Factors to consider in determining room arrangements<br>Possible table arrangement for large groups and banquets |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 24. Welcome customers in an appropriate manner. | Make customers feel welcome in a friendly, pleasant manner. | Importance of first impressions in the food service industry |
| | Maintain an appropriate appearance. | Appropriate appearance for service host or hostess |
| | Relate to customers in a friendly, pleasant manner. | Personality traits which contribute to success as a service host or hostess |
| | | Techniques to use when seating guests |
| 25. Fill water glasses and distribute menus. | Greet customer and take order accurately. | Procedure to follow when greeting customer |
| | | Techniques to use when serving children and handicapped guests |
| 26. Offer suggestions or answer questions about the menu. | Explain terms on menu. | Terms used on menus |
| 27. Write orders following prescribed methods. | Follow directions for writing orders. | Methods for writing and placing orders |
| | Take telephone orders. | Telephone etiquette |
| 28. Place orders in kitchen. | Place order in kitchen for efficient service. | Necessity for taking orders accurately |
| 29. Prepare menu folders. | Type menu folders. | Importance of following directions when typing menu folders |
| 30. Serve food to customer. | Serve food according to method used at place of employment. | Techniques used in the serving of food at tables, booths, and counters |
| | | Techniques of fountain service |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | | Order in which service is performed for different meals |
| | | Use of a tray for serving food |
| | | Responsibilities involved in cafeteria service |
| | | Ways to display foods in an attractive manner |
| | | Importance of keeping serving area clean |
| | | Responsibilities involved in fast food service |
| 31. Check the needs of the customers periodically and supply them with needed items. | Remain alert to customers' needs. | Importance of being alert to customers' needs as a contributing factor in the success of a business |
| 32. Clear items from tables as the customer is finished with them. | Remove dishes and food from table in prescribed manner. | Procedure to follow when removing food and dishes from table |
| 33. Replenish serving station during serving hours. | Handle china, glassware, silverware, utensils, ice, and condiments in a safe, efficient, and orderly manner. | Tasks involved in bus service |
| | | Importance of bus service to overall food service operation |
| 34. Fill condiment containers, arrange dishes and silverware in appropriate places. | Organize supplies and materials for efficient, sanitary use. | Ways to organize equipment and supplies used in bus service |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 35. Remove soiled items from tables and stations. | Remove items from tables and serving station efficiently and quietly. | Importance of quiet and efficient methods in the performance of busing tasks |
| 36. Carry loaded trays between kitchen and serving areas. | Load and carry or push trays and carts properly. | Efficient methods of loading and carrying or pushing trays and carts |
| 37. Sort, count, and store utensils at designated places. | Replenish utensils as directed. | Procedures for sorting and counting silverware |
| 38. Itemize and total the price of each order. | Total checks accurately and quickly. | Procedures for filling out checks |
| 39. Present check to customer. | Present check to customer in an acceptable manner. | Manner in which check should be presented to customer |
| 40. Make change. | Count change. | Procedures for counting change |
| 41. Do side work and perform closing duties. | Manage side stand efficiently. | Side work duties<br>Closing duties |

COURSE UNIT XIII

PROCEDURES FOR STOREROOM CONTROL

OBJECTIVES: Identify procedures used in compiling orders, receiving, and storing food and supplies.

Describe reasons food and supplies are issued to employees.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 42. Follow standard procedures for receiving food and supplies. | Check in food and supplies ordered in an efficient and orderly manner. | Forms used for receiving food and supplies<br><br>Necessity for checking both quality and quantity of goods received<br><br>Procedures to follow when receiving food and supplies<br><br>Types of scales used for receiving goods |
| 43. Requisition or issue food and supplies. | Issue food and supplies to workers in the food service operation. | Forms used for requisitioning food and supplies<br><br>Importance of filling only authorized requisitions |
| 44. Store food and supplies in appropriate facilities and at proper temperatures. | Store food and supplies in appropriate facilities.<br><br>Care for storage facilities. | Principles of storing food and supplies<br><br>Temperatures appropriate for different types of storage |
| 45. Assist with inventory of food and supplies. | Take inventory accurately. | Purposes of inventories<br><br>Procedures for taking inventories |

HOME FURNISHINGS AIDE

## HOME FURNISHINGS AIDE JOB ANALYSIS

(Used in interviews with managers, owners, and employees of drapery and upholstery workrooms, interior design studios, and department stores.)

Name of Business _____ Date _____

Person Interviewed _____ Interviewer _____

DIRECTIONS: Please check in the appropriate column the responsibilities you expect an aide to assume when working as a home furnishings aide. In the proposed schedule column, indicate when during the school year you plan for the student to take up each task or group of tasks. This information will aid the teacher-coordinator in developing an individualized training plan for the student.

A home furnishings aide assumes numerous responsibilities in home decorating and the construction of draperies and/or accessories for the home in such situations as furniture stores, furniture departments, drapery shops, interior design shops, or specialty shops. Working under the supervision of an interior desinger or person trained in upholstery or drapery construction, he or she performs the following functions:

| | DAILY | OCCASIONALLY | DOES NOT APPLY | PROPOSED SCHEDULE |
|---|---|---|---|---|
| 1. Help to evaluate own progress in meeting responsibilities of the business. | | | | |
| 2. Familiarize self with policies and procedures of business operation. | | | | |
| 3. Work cooperatively with co-workers and accept instruction and guidance from employer. | | | | |
| 4. Answer telephone and perform some clerical duties when necessary. | | | | |
| 5. Organize and file sample catalogs. | | | | |
| 6. Assist in store and window arrangements for the china department. | | | | |
| 7. Fill out cards for bridal selections and arrange bridal table settings in the china department. | | | | |
| 8. Assist in the planning and moving of furniture for store arrangements. | | | | |

| | DAILY | OCCASION-ALLY | DOES NOT APPLY | PROPOSED SCHEDULE |
|---|---|---|---|---|
| 9. Assist in wallpaper department be keeping samples straightened. | | | | |
| 10. Assist in arrangements coordinating wallpaper samples, fabrics, and accessories. | | | | |
| 11. Keep drapery and upholstery samples straightened in fabric department. | | | | |
| 12. Measure, cut, and mail fabrics according to specifications. | | | | |
| 13. Assist in store and window arrangements in accessory department. | | | | |
| 14. Maintain information files in the accessory department. | | | | |
| 15. Accompany interior designer on visits to client's homes. | | | | |
| 16. Prepare draft for simple room layout and furniture arrangement. | | | | |
| 17. Operate power sewing equipment. | | | | |
| 18. Replenish drapery work tables with thread, needles, scissors, and measuring guides. | | | | |
| 19. Receive drapery fabric and work orders from delivery person. | | | | |
| 20. Measure and cut drapery fabrics. | | | | |
| 21. Sew drapery lengths together. | | | | |
| 22. Split drapery lengths when necessary. | | | | |
| 23. Fold and crease drapery hems and sides. | | | | |
| 24. Insert crinoline at top of draperies. | | | | |
| 25. Stitch drapery hems and sides. | | | | |
| 26. Attach lining to draperies. | | | | |

| | DAILY | OCCASIONALLY | DOES NOT APPLY | PROPOSED SCHEDULE |
|---|---|---|---|---|
| 27. Assist in tabling process by pinning-off drapery pleats. | | | | |
| 28. Stitch drapery pleats. | | | | |
| 29. Fold and band draperies. | | | | |
| 30. Break and tack drapery pleats. | | | | |
| 31. Insert hooks in completed draperies. | | | | |
| 32. Assist in installing draperies. | | | | |
| 33. Assist in repairing and remaking draperies. | | | | |
| 34. Construct the following accessory items: pillows, bolsters, bedspreads, covered cornices, window shades, and fabric fills for shutters. | | | | |
| 35. Measure and cut fabrics for upholstered furniture. | | | | |
| 36. Assemble and stitch upholstery fabric pieces. | | | | |
| 37. Attach upholstery fabric to furniture. | | | | |
| 38. Assist in care and maintenance of workroom and/or store. | | | | |

2.03

COURSE UNIT I

WHAT IS A HOME FURNISHINGS AIDE?

OBJECTIVES: Become aware of tasks and competencies expected of employees in different areas of home furnishings service.

Recognize personal characteristics which contribute to success as a home furnishings employee.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | Relate job responsibilities to personal qualities and to the type of home furnishings establishment. | Job opportunities in the home furnishings field<br><br>Tasks assumed by employees in drapery and upholstery workrooms<br><br>Tasks assumed by employees in interior design studios<br><br>Tasks assumed by employees in department stores related to home furnishings<br><br>Personal qualities and abilities needed by a successful home furnishings employee |
| 1. Help to evaluate own progress in meeting responsibilities of the business. | Evaluate self in terms of ability to meet job responsibilities. | Importance of self-evaluation<br><br>Criteria for successful performance of job<br><br>Ways to use these criteria to evaluate personal progress in meeting job requirements |

COURSE UNIT II

BUSINESS ASPECTS

OBJECTIVES: Identify policies and procedures which relate to the position of home furnishings aide.

Comprehend the role of interpersonal relationships in job success.

Recognize and accept proper procedures to follow when performing the responsibilities assigned to a home furnishings aide.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 2. Familiarize self with policies and procedures of business operation. | Accept and follow policies of the business firm. | Typical policies and procedures of home furnishings business<br><br>Importance of following policies and procedures in a particular business operation<br><br>Need for flexibility in performance of duties as home furnishings aide |
| 3. Work cooperatively with co-workers and accept instruction and guidance from employer. | Accept directions and instruction from persons in authority. | Attitudes which contribute to effective employer-employee, employee-employee, and customer-employee relationships<br><br>Importance of willingness to accept and carry out various assigned tasks |
| 4. Answer telephone and perform some clerical duties when necessary. | Answer telephone following prescribed procedure. | Telephone etiquette<br><br>Necessity for accuracy in recording information resulting from telephone conversations |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | Perform clerical duties assigned to a home furnishings aide | Importance of neatness and accuracy in performing clerical duties |
| 5. Organize and file sample catalogs. | File catalogs following prescribed method for various types. | Types of catalogs used in interior decorator studios and department stores<br><br>Importance of keeping catalogs filed in an organized manner<br><br>Different methods used in filing catalogs |

COURSE UNIT III

INTERIOR DESIGN STUDIOS AND DEPARTMENT STORES

OBJECTIVES: Relate the principles and elements of design to arrangements in the various home furnishings departments.

Recognize importance of keeping drapery and upholstery samples and accessory files in order.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | Apply the basic rules for using color, line, form, and texture in all aspects of interior designing. | Elements of design and their application |
| | Apply the basic rules for using proportion, balance, rhythm, emphasis, and harmony in all aspects of interior designing. | Principles of design and their application |
| | Accept suggestions from supervisory personnel in applying elements and principles of design. | |
| 6. Assist in store and window arrangements for china department. | Set up store and window arrangements using objects from china department. | Principles involved in selection and coordination of tableware, flatware, glassware, and linens |
| 7. Fill out cards for bridal selections and arrange bridal table settings in the china department. | Arrange a table setting based on bridal selections. | Information needed on bridal display cards<br><br>Importance of keeping customer files accurate and current |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 8. Assist in the planning and moving of furniture for store arrangements. | Plan store furniture arrangements. | Principles of furniture arrangement |
| | Recognize furniture of a given period. | Styles and characteristics of furniture in various periods |
| | | Current trends in furniture buying |
| | Observe safety precautions while moving furniture. | Safety hazards involved in moving furniture |
| | | Care of furniture while moving from one arrangement to another |
| 9. Assist in wall paper department by keeping samples straightened. | Keep samples straightened. | Catalog system (Refer to UNIT II) |
| | | Importance of keeping wallpaper samples in order |
| 10. Assist in arrangements coordinating wallpaper samples, fabrics, and accessories. | Select wallpaper suitable for a particular situation. | Factors to consider when coordinating wallpaper samples, fabric samples, and accessories |
| 11. Keep drapery and upholstery samples straightened in fabric department. | Keep fabric samples organized. | Catalog system (Refer to UNIT II) |
| | Recognize characteristics and care of different types of fabrics. | Characteristics of various fabrics used for upholstery and draperies |
| | | Most common types of finishes for drapery and upholstery fabric |
| | | Information included on fabric labels |
| | | Types of drapery and upholstery fabrics appropriate for use with different furniture periods |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 12. Measure, cut, and mail fabrics according to specifications. | Measure and cut fabrics. | Importance of observing crosswise grainline while cutting fabrics<br><br>Procedures for wrapping fabrics to be mailed<br><br>Information to include with fabrics being mailed |
| 13. Assist in store and window arrangements in accessory department. | Plan store and window arrangement using accessory items. | Selection and coordination of accessory items for a given room<br><br>Types and placement of lamps for various purposes<br><br>Factors to consider when planning accessory groupings<br><br>Principles involved in effective wall groupings of accessories |
| 14. Maintain information files in the accessory department. | Keep files in order. | Catalog system (Refer to UNIT II)<br><br>Types of items in accessory departments |

COURSE UNIT IV

THE CLIENT'S HOME

OBJECTIVES: Describe procedures for taking room and drapery measurements.

Recognize guidelines to follow when representing a business establishment in a client's home.

Relate principles and elements of design to interior design in the home.

Draw floor plan to illustrate room layout and furniture arrangements.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 15. Accompany interior designer on visits to clients' homes. | Establish rapport with others. | Importance of first impressions |
| | Leave a good impression with the client. | Role of a professional person in a client's home |
| | Measure windows for draperies. | Various types of window treatments (draperies, valances, swags, cascades) |
| | | Different types of windows |
| | | Proper techniques for measuring specific kinds of windows for draperies |
| | | Procedures for calculating amount of fabric needed for various types of draperies |
| | Suggest drapery fabric for windows in a variety of rooms. | Principles involved in planning window treatments |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | Suggest furniture arrangement for a given room. | Principles involved in arranging furniture for a given room |
| | Take room measurements in a minimum amount of time. | Basic rules for taking and recording room measurements accurately |
| 16. Prepare draft for simple room layout and furniture arrangement. | Draw a furniture arrangement for a simple room layout. | Reasons for using scaled room layouts |
| | | Use of scaled furniture, graph paper, drawing pencils, and other supplies necessary in preparing a simple room layout |
| | | Symbols and scales used on floor plans |

COURSE UNIT V

BASIC DRAPERY CONSTRUCTION

OBJECTIVES: Identify safety measures to be observed when operating power sewing equipment.

Interpret information found on drapery work orders.

Apply procedures for measuring and cutting drapery fabric.

Describe procedures used in constructing and installing lined and unlined drapery panels.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 17. Operate power sewing equipment. | Operate efficiently the various types of power sewing equipment. | Function, operation, and care of industrial sewing machines, serging machines, blindstitch machines, and taking machines |
| | Observe safety precautions when using power sewing equipment. | Safety precautions to observe in the use of power sewing equipment |
| 18. Replenish drapery work tables with thread, needles, scissors, and measuring guides. | Organize supplies and materials for efficient use. | Types of equipment used at drapery work tables<br><br>Necessity of working in an efficient and orderly manner<br><br>Types of window treatments and procedures for measuring (Refer to UNIT IV) |
| 19. Receive drapery fabric and work orders from delivery person. | Read and interpret drapery work orders. | Terms used in drapery workrooms<br><br>Procedures to follow when receiving fabric |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | | Information found on a drapery work order |
| 20. Measure and cut drapery fabric. | Measure panel lengths. | How to measure panel lengths from bolts of drapery fabric |
| | Match designs in printed drapery fabrics are used. | Procedure for determining panel lengths to be cut when printed drapery fabric is used and how to match printed fabric |
| | Cut drapery panel lengths from bolt of fabric. | Techniques used for cutting varous drapery fabrics |
| 21. Sew drapery lengths together. | Select correct thread for a variety of drapery fabrics. | Thread and fabric coordination for a variety of drapery fabrics |
| | Use appropriate sewing techniques when sewing drapery lengths together. | Sewing techniques used on various drapery fabrics |
| 22. Split drapery lengths when necessary. | Cut drapery lengths into two lengths following lengthwise grain. | Reasons for splitting drapery lengths |
| | | Importance of cutting drapery lengths on lengthwise grain |
| 23. Fold and crease drapery hems and sides. | Prepare draperies for hemming. | Procedures involved in folding and creasing drapery hems and sides in various types of draperies |
| 24. Insert crinoline at top of draperies. | Insert crinoline at top of draperies observing the method used by the work room. | Methods used for inserting crinoline in draperies |
| 25. Stitch drapery hems and sides. | Stitch drapery hems and sides. | Stitches used for side and bottom hems on draperies. |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 26. Attach lining to draperies. | Use the appropriate procedure when attaching lining to draperies. | Procedures used for attaching linings to drapery panels |
| 27. Assist in tabling process by pinning-off the drapery. | Pin-off drapery pleats following the appropriate procedures. | Procedures used in pinning-off drapery pleats<br><br>Importance of accuracy in pinning-off drapery pleats |
| 28. Stitch drapery pleats. | Crease and stitch drapery pleats. | Method of stitching drapery pleats |
| 29. Fold and band draperies. | Fold draperies following correct procedure. | Procedures used in folding draperies<br><br>Importance of accuracy and neatness in folding draperies |
| | Band draperies using correct method. | Methods and types of bands used in banding different types of draperies |
| 30. Break and tack drapery pleats. | Break drapery pleats following recommended procedures for different types of pleats. | Different types of pleats used in draperies<br><br>Procedures used in breaking different types of drapery pleats |
| | Tack drapery pleats by hand or machine. | Appropriate location of tack on drapery pleat<br><br>Stitching methods used in tacking drapery pleats (hand and machine) |
| 31. Insert hooks in completed draperies. | Insert hooks in draperies following appropriate procedures. | Types of hooks used in draperies |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | | Procedures for inserting hooks in different types of draperies |
| 32. Assist in installing draperies. | Assemble drapery hardware from stock for installation of different types of draperies. | Types of drapery hardware |
| | | Guides for selection and use of drapery hardware |
| | Determine the best means of supporting draperies on various types of walls. | Installation procedures recommended for various types of walls and drapery hardware |
| 33. Assist in repairing and remaking draperies. | Rip out seam stitching without damaging fabric. | Importance of observing original construction of drapery before ripping |
| | | Possible damage resulting from careless ripping |
| | Follow instructions listed on drapery work order. | Importance of meeting client expectation when repairing or remaking draperies |

COURSE UNIT VI

CONSTRUCTION OF MISCELLANEOUS DECORATIVE FURNISHINGS

OBJECTIVES: Identify the various types of accessory items.

Describe processes to be followed in measuring and constructing accessory items.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 34. Construct the following accessory items:<br><br>pillows, bolsters, bedspreads, covered cornices, window shades, and fabric fills for shutters. | Construct various types of pillows following correct procedure. | Different types of decorator pillows and their function<br><br>Construction procedures for various types of pillows |
| | Construct bolsters following appropriate procedure. | Construction procedures used in making bolsters |
| | Interpret bedspread measurements from work order. | Types of bedspreads<br><br>Steps in taking bedspread measurements |
| | Cut fabric for bedspread construction following work order measurements. | Procedures involved in cutting and constructing bedspreads |
| | Construct bedspreads using proper procedure and sewing techniques. | |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | Construct covered cornices. | Techniques for constructing cornices |
| | Construct window shades. | Types and styles of window shades |
| | | Methods used for trimming window shades |
| | Construct fabric fills for shutters. | Procedures followed in constructing fabric fills for shutters |

COURSE UNIT VII

THE UPHOLSTERY WORKROOM

OBJECTIVES: Identify processes to be followed in measuring, cutting, and assembling upholstery fabric pieces.

Describe procedures for attaching upholstery fabric to furniture.

Recognize characteristics of quality workmanship.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 35. Measure and cut fabrics for upholstered furniture. | Select suitable fabrics for different styles of furniture. | Fabrics suitable for use with different furniture styles |
| | Estimate yardage needed for upholstery furniture. | Procedures for estimating yardage needed for furniture to be upholstered |
| | Cut upholstery fabric accurately. | Guidelines to follow when cutting upholstery fabric |
| | | Importance of placement of design when a patterned fabric is used |
| 36. Assemble and stitch upholstery fabric pieces. | Join and stitch upholstery fabric pieces. | Construction processes used in joining and stitching upholstery fabric pieces |
| 37. Attach upholstery fabric to furniture. | Attach fabric to furnture observing proper grainline placement. | Proper placement of grainline |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | Use appropriate supplies and procedures to attach fabric to furniture. | Appropriate supplies and equipment to use when attaching upholstery fabric to furniture<br><br>Procedures to follow in attaching upholstery fabric to furniture |
| | Upholster furniture in a minimum amount of time with accuracy. | Characteristics of a product which has a professional appearance |

COURSE UNIT VIII

CARE AND MAINTENANCE

OBJECTIVES: Use recommended procedures for cleaning and maintaining a workroom and/or a store.

Recognize necessity of keeping supplies in order for easy accessibility and efficient job performance.

Identify the principles of safety which relate to the handling and storing of merchandise.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 38. Assist in care and maintenance of workroom and/or store. | Select appropriate supplies for dusting work table, counters, shelves, furniture, equipment, and displays. | Importance of cleaning tasks and attitudes toward performing these tasks<br><br>Selection of the appropriate supplies for each cleaning task |
| | Keep supplies in order for easy accessibility. | Application of work simplification techniques to the performance of cleaning tasks (management of time and energy)<br><br>Principles of motion economy |
| | Keep stock straightened in stockroom and under counters. | General procedures to follow in caring for display furniture<br><br>Importance of keeping work area well organized |
| | Recognize safety hazards that may cause accidents in a workroom. | Safety practices necessary when using equipment and supplies |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | Recognize safety hazards that may cause accidents in department stores and interior design studios. | Importance of unobstructed passageways or aisles<br><br>Safety principles involved in moving furniture and arrangements |

HOUSEKEEPING MANAGEMENT ASSISTANT

## HOUSEKEEPING MANAGEMENT ASSISTANT JOB ANALYSIS

(Used in interviews with employers and employees in hotels, motels, apartment buildings, nursing homes, hospitals, schools, cleaning services and private homes)

Name of Business _____ Date _____

Person Interviewed _____ Interviewer _____

DIRECTIONS: Please check in the appropriate column the responsibilities you expect a student to assume when working as a housekeeping management assistant. In the proposed schedule column, indicate when during the school year you plan for the student to take up each task or group of tasks. This information will aid the teacher-coordinator in developing an individualized training plan for the student.

A housekeeping management assistant assumes numerous housekeeping responsibilities in such establishments as hospitals, nursing homes, hotels, motels, educational institutions, commercial establishments, or private homes. The student performs the following functions:

| | DAILY | OCCASIONALLY | DOES NOT APPLY | PROPOSED SCHEDULE |
|---|---|---|---|---|
| 1. Familiarize self with policies and rules of conduct for employees in housekeeping management. | | | | |
| 2. Exercise proper selection, use and care of cleaning equipment and supplies. | | | | |
| 3. Observe safety precautions to prevent accidents in use of equipment and supplies. | | | | |
| 4. Save time and energy whenever possible in performing tasks. | | | | |
| 5. Fill cart or carrier with supplies issued by person in charge. | | | | |
| 6. Report to assigned section with pass key and occupancy report. | | | | |
| 7. Make a preliminary check of room condition when entering. | | | | |
| 8. Perform preliminary cleaning tasks. | | | | |

| | DAILY | OCCASIONALLY | DOES NOT APPLY | PROPOSED SCHEDULE |
|---|---|---|---|---|
| 9. Clean a guest room. | | | | |
| 10. Check vacant rooms in assigned section and dust furniture if necessary. | | | | |
| 11. Turn in occupancy report and pass key before leaving. | | | | |
| 12. Clean an occupied hospital room. | | | | |
| 13. Clean an unoccupied hospital room or discharge unit. | | | | |
| 14. Clean an isolation unit. | | | | |
| 15. Keep a private home clean and in reasonable order. | | | | |
| 16. Clean and straighten closets and storage areas. | | | | |
| 17. Clean and polish kitchen cabinets. | | | | |
| 18. Clean range tops, ovens, and exhaust fans. | | | | |
| 19. Defrost and clean interior of refrigerators. | | | | |
| 20. Clean coffee-makers and other small appliances. | | | | |
| 21. Load and operate dishwasher or wash dishes by hand. | | | | |
| 22. Clean buildings such as schools, churches, residence halls, apartment buildings, offices, businesses, and factories. | | | | |
| 23. Sweep, mop, or vacuum floors according to type of floor. | | | | |
| 24. Wax and buff or apply floor finish. | | | | |

| | DAILY | OCCASIONALLY | DOES NOT APPLY | PROPOSED SCHEDULE |
|---|---|---|---|---|
| 25. Shampoo carpet. | | | | |
| 26. Make beds. | | | | |
| 27. Assist in turning mattresses as directed. | | | | |
| 28. Dust, wax or polish, and clean furnishings according to materials used in their constructior | | | | |
| 29. Clean glass, light fixtures, walls, ceilings, doors, and woodwork. | | | | |
| 30. Clean window treatments. | | | | |
| 31. Remove stains from various surfaces. | | | | |
| 32. Take appropriate measure to prevent and control pests. | | | | |
| 33. Clean and sanitize bathrooms, restrooms, and shower rooms. | | | | |
| 34. Sort laundry. | | | | |
| 35. Use laundry equipment and supplies correctly. | | | | |
| 36. Iron or press clothes and linens. | | | | |
| 37. Fold, store, and distribute clean linens and clothes. | | | | |
| * 38. Perform minor electrical maintenance and repairs. | | | | |
| * 39. Do minor non-electrical maintenance and repairs. | | | | |
| * 40. Repair furniture. | | | | |
| * 41. Care for houseplants. | | | | |

| | DAILY | OCCASIONALLY | DOES NOT APPLY | PROPOSED SCHEDULE |
|---|---|---|---|---|
| * 42. Perform specified grounds duties. | | | | |
| * 43. Maintain swimming pool area. | | | | |
| * 44. Plan family and guest meals. | | | | |
| * 45. Shop for food and supplies. | | | | |
| * 46. Use safe and sanitary procedures in food storage and preparation. | | | | |
| * 47. Select and correctly use proper equipment for a specific job. | | | | |
| * 48. Prepare a variety of foods and beverages. | | | | |
| * 49. Serve food in manner prescribed by employer. | | | | |
| * 50. Help arrange tables for special parties. | | | | |
| * 51. Care for infant as directed by supervisor. | | | | |
| * 52. Help children develop acceptable behavior patterns. | | | | |
| * 53. Help children develop good food habits and table manners. | | | | |
| * 54. Assume some responsibility, under supervision, for play of children. | | | | |
| * 55. Assume responsibility for children's health and safety. | | | | |

* These specialized tasks are performed by only a few housekeeping management assistants. Lessons on these tasks are not included in the student materials. References covering these tasks may be found in the reference list accompanying this guide.

COURSE UNIT I

WHAT IS A HOUSEKEEPING MANAGEMENT ASSISTANT?

OBJECTIVES: List the tasks and competencies of a housekeeping management assistant.

Identify opportunities for advancement in housekeeping management.

Apply policies and rules of conduct to specific job.

Analyze self in terms of desirable personal characteristics needed by a housekeeping management assistant.

Summarize the relationship between job success and interpersonal relationships.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 1. Familiarize self with policies and rules of conduct for employees in housekeeping management. | Relate policies and rules of conduct of the business to self. | Career opportunities in the housekeeping field<br><br>Importance of role of housekeeping personnel in a business or institution<br><br>Personal characteristics and abilities desired by employers<br><br>Need for self-evaluation<br><br>Business policies related to position of housekeeping or custodial management assistant<br><br>Tasks and competencies expected of employee |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
| --- | --- | --- |
| | | Forms, records, and reports used on the job |

COURSE UNIT II

USE OF EQUIPMENT AND SUPPLIES

OBJECTIVES: Employ correct procedures in the selection, use, and care of the equipment and supplies necessary for performing the tasks of a housekeeping management assistant.

Relate to specific situations safety precautions in handling equipment and supplies.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 2. Exercise proper selection, use, and care of cleaning equipment and supplies. | Select, use, and care for equipment and supplies. | Selection of proper equipment and supplies for use in performing tasks |
| | | Correct use of a variety of equipment and supplies |
| | | Proper storage of equipment and supplies |
| | | General procedures to follow in caring for equipment and supplies |
| | | Procedures for cleaning the service sink |
| 3. Observe safety precautions to prevent accidents in use of equipment and supplies. | Recognize hazards that may cause accidents. | Safety practices necessary in using equipment and supplies |
| | Inspect for fire hazards. | Fire hazards |
| | Check fire extinguishers. | Procedures for checking fire extinguishers |
| | Use different kinds of fire extinguishers. | Types of fire extinguishers to use for different types of fires |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | Apply first aid. | First aid for minor injuries |
| 4. Save time and energy whenever possible in performing tasks. | Recognize ways to save time and energy in performing tasks. | Principles of body mechanics<br>Organization of equipment, supplies and tasks<br>Principles of work simplification |
| 5. Fill cart or carrier with supplies issued by person in charge. | Select necessary number and kind of supplies for day's work. | Supplies necessary for a day's work<br>Importance of arrangement of supplies on cart |

COURSE UNIT III

CLEANING GUEST ROOMS

OBJECTIVES: Describe procedures for entering and leaving rooms.

Follow instruction from employer or supervisor concerning methods and sequences to be used when performing cleaning tasks.

Follow sanitary procedures in performing all cleaning tasks.

Plan for efficient performance of all tasks necessary to put rooms in good order.

Evaluate own work habits and plan for self-improvement.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 6. Report to assigned section with pass key and occupancy report. | Read and interpret occupancy reports. | Symbols and terms used to indicate occupancy status of rooms |
| | Accept responsibility for pass key. | Importance of pass key |
| 7. Make a preliminary check of room condition when entering. | Recognize room damage and identify missing items. | Procedures used to enter rooms |
| | | Procedures for reporting room damage and missing items |
| | | Importance of checking furniture placement and condition |
| | | Procedures for handling "lost and found" items |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | | Suggested procedures and reasons for adjusting windows or heating or cooling equipment |
| 8. Perform preliminary cleaning tasks. | Collect and empty trash containers, ash trays, partially filled glasses, pitchers, and ice buckets. | Procedures for collecting and emptying trash and glasses |
| | Remove and replace light bulbs when necessary. | Safety procedures to follow in removing and replacing bulbs |
| | Remove soiled linens and deposit in designated place. | Procedure for removing bed linens |
| | | Careful and sanitary handling of linens |
| 9. Clean a guest room. | Clean a guest room following recommended procedures. | Steps in cleaning guest rooms |
| | Make closet and furniture drawers look neat, and provide adequate supplies. | Supplies necessary for the comfort of the guest |
| | Move furniture and rehang draperies. | Recommended furniture and drapery placement |
| | Evaluate own work. | Standards of cleanliness |
| 10. Check vacant rooms in assinged section and dust furniture if necessary. | Evaluate condition of vacant rooms, and perform any task necessary to put room in good order. | Reasons for checking vacant rooms |
| 11. Turn in occupancy report and pass key before leaving. | Keep accurate records. | Necessity for returning pass key and turning in required reports |

COURSE UNIT IV

CLEANING PATIENT ROOMS

OBJECTIVES: Recognize necessity for sanitation and disinfection in hospital cleaning tasks.

Describe procedures for cleaning occupied rooms, unoccupied rooms, discharge units, and isolation units.

Evaluate own work habits and plan for self-improvement.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 12. Clean an occupied hospital room. | Perform tasks in a way that prevents spread of infection. | Reasons for disinfecting<br>Conditions affecting bacterial growth<br>Types and uses of disinfectants |
| | Clean hospital rooms following recommended procedures. | Procedures for cleaning occupied rooms |
| | Deal with patients in a pleasant, professional manner. | Guidelines for dealing with patients |
| 13. Clean an unoccupied hospital room or discharge unit. | Evaluate appearance of room. | Methods for cleaning discharge and unoccupied units<br>Importance of checking appearance and placement of furniture and supplies after cleaning room |
| 14. Clean an isolation unit. | Clean an isolation unit following recommended procedures. | Two types of isolation units<br>Techniques of isolation |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | | Procedures for cleaning occuped rooms and discharge isolation units |
| | Handle contaminated laundry to avoid infection. | Procedures for handling contaminated laundry |
| | Use various methods of terminal disinfection. | Types of terminal disinfection and procedures for using each type |
| | Use isolation gown and mask. | Use of isolation gown and mask |

COURSE UNIT V

CLEANING THE PRIVATE HOME

OBJECTIVES: Describe procedures for entering and leaving the private home.

Follow instructions from employer concerning methods and sequences to be used when performing cleaning tasks.

Follow sanitary procedures in performing all cleaning tasks.

Make efficient use of time and energy in performing cleaning tasks.

Evaluate own work habits, and plan for self-improvement.



| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 15. Keep a private home clean and in reasonable order. | Clean private home following recommended procedures. | Procedures for cleaning private home |
| 16. Clean and straighten closets and storage areas. | Arrange closets and storage areas neatly. | Principles of storage<br>Importance of efficient and neat storage arrangements |
| 17. Clean and polish kitchen cabinets. | Select and use correct supplies for cleaning and polishing kitchen cabinets. | Supplies and methods to use in cleaning kitchen cabinets |
| 18. Clean range tops, ovens, and exhaust fans. | Remove grease and grime without damage to range or oven finish. | Methods and cleaning supplies for cleaning ranges, ovens, and exhaust fans |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 19. Defrost and clean interior of refrigerators. | Remove ice build-up from freezer and wash interior walls, shelves, and drawers. | Efficient methods of frost removal and cleaning of refrigerators |
| 20. Clean coffee-makers and other small appliances. | Remove grease and grime without damaging appliance or electrical components. | Procedures for cleaning coffee makers and small electrical appliances |
| 21. Load and operate dishwasher or wash dishes by hand. | Operate a dishwasher, or wash, rinse, and drain dishes in a sanitary way. | Methods for loading and operating a dishwasher<br><br>Sanitary methods of hand dishwashing |

COURSE UNIT VI

PROVIDING BUILDING SERVICES

OBJECTIVES: Describe procedures for entering and leaving offices.

Describe procedures for cleaning public areas.

Explain the value of a "spotless" and orderly appearance for public areas.

Accept and follow instructions from employer or supervisor concerning methods and sequence to be used when performing cleaning tasks.

Evaluate own work habits and plan for self-improvement.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 22. Clean buildings such as schools, churches, residence halls, apartment buildings, offices, businesses, and factories. | Clean facilities following recommended procedures. | Procedures for cleaning public areas (entranceways, hallways, stairways, elevators, lounges, lobbies)<br><br>Procedures for cleaning offices<br><br>Procedures for cleaning schools and churches (classrooms, laboratories, auditoriums, gymnasiums)<br><br>Procedures for cleaning kitchens and dining areas<br><br>Procedures for cleaning businesses<br><br>Procedures for cleaning factories |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | Deal with students or occupants in a pleasant, professional manner. | Guidelines for dealing with students or occupants |

COURSE UNIT VII

MAINTENANCE OF FLOORS

OBJECTIVES: Explain differences in flooring.

Describe the appropriate method for cleaning each type floor.

Utilize proper supplies and methods for shampooing carpets.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 23. Sweep, mop, or vacuum floors according to type of floor. | Clean different types of flooring using proper method of cleaning. | Major categories of flooring and acceptable methods for cleaning each type<br><br>Different types of mopping<br><br>Procedures for sweeping, dust mopping, wet mopping, and scrubbing<br><br>Spot mopping<br><br>Procedures for vacuuming |
| 24. Wax and buff or apply floor finish. | Select and use recommended wax or finish and method for application according to type floor. | Principles of motion economy<br><br>Work simplification in relation to floor care<br><br>Differences in types of waxes and finishes<br><br>Procedures used for waxing floors |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | | Procedures used for applying floor finish |
| 25. Shampoo carpet. | Use carpet shampooer or shampoo by hand with suitable supplies. | Relationship between care and durability of carpet |
| | | Difference between a "dry" and "wet" shampoo and procedures for performing each |

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COURSE UNIT VIII

GENERAL CLEANING

OBJECTIVES: Plan work so that general cleaning tasks are performed on a regular basis.

Recognize times when general cleaning tasks need to be performed.

Select proper equipment, supplies, and procedures for performing each cleaning task.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 26. Make beds. | Put clean linens on bed quickly and efficiently. | Method of bedmaking required by employer |
| 27. Assist in turning mattresses as directed. | Lift and turn mattress. | Procedures to follow in turning mattresses |
| 28. Dust, wax or polish and clean furnishings according to materials used in their construction. | Care for different types of furniture using proper methods. | Materials used in constructing case goods and upholstered furniture and acceptable methods of caring for each type<br>Procedures for dusting<br>Procedures for waxing and polishing furniture<br>Vacuuming upholstered furniture<br>Methods of stain removal and appropriate use for each method<br>Shampooing upholstered furniture |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | | Applying stain-resistant finishes |
| 29. Clean glass, light fixtures walls, ceilings, doors, and woodwork. | Use proper equipment and supplies for washing glass, light fixtures, walls, chalkboards, ceiling, doors, and woodwork. | Efficient and sanitary methods for washing windows, mirrors, light fixtures, walls, ceilings, chalkboards, woodwork, and doors |
| | | Spot cleaning |
| 30. Clean window treatments. | Clean window treatments. | Procedures to follow for cleaning window shades, venetian blinds, and draperies |
| 31. Remove stains from various surfaces. | Remove stains from a variety of surfaces without damaging the surface. | Common stains |
| | | Methods of stain removal |
| 32. Take appropriate measures to prevent and control pests. | Take measure to prevent and control infestation by pests. | Common pests |
| | | Pest prevention and control measure |

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COURSE UNIT IX

CLEANING BATHROOMS, RESTROOMS, AND SHOWER ROOMS

OBJECTIVE: Describe sanitary procedures for cleaning bathrooms, restrooms, and shower rooms.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 33. Clean and sanitize bathrooms, restrooms, and shower rooms. | Use a variety of cleaning and sanitizing supplies. | Purpose of sanitizing bathroom<br><br>Procedures for cleaning and sanitizing bathroom<br><br>Procedures for cleaning public restrooms<br><br>Procedures for cleaning shower rooms |

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COURSE UNIT X

MANAGEMENT OF LAUNDRY PROCEDURES

OBJECTIVES: Describe procedures for laundering machine-washable and hand-washable articles.

Analyze functions and appropriate uses for laundry supplies.

Describe procedures and precautions for operating laundry equipment.

Apply principles of work simplification to ironing and pressing.

Demonstrate procedures for folding, storing, and handling linens and clothing.

Explain the necessity of following linen room procedures.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 34. Sort laundry. | Decide what fabrics and colors may be laundered together. | Types of fabrics and colors which can be safely laundered together<br><br>Types of soil |
| 35. Use laundry equipment and supplies correctly. | Use laundry supplies correctly. | Effects of various laundry supplies and water temperatures on fabrics and colors<br><br>Types of pretreatment for stain removal |
| | Use washer and dryer correctly. | Methods of loading laundry equipment and selecting water levels, temperatures, and timers (cycles) |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | | Difference between soaps and detergents and "mild" and "heavy duty" products |
| | | Purpose and use of fabric softeners and bleaches |
| | | Relationship between type of detergent, water temperature, and washing time |
| | | Purpose of dryer |
| | | Procedures for using dryer |
| | | Procedures for cleaning articles which require special care |
| 36. Iron or press clothes and linens. | Use iron efficiently. | Efficient methods of ironing |
| | | Convenient arrangement of equipment for ironing |
| 37. Fold, store, and distribute clean linens and clothes. | Fold clothes and linens neatly. | Methods of folding to prevent wrinkles |
| | Put laundry away carefully. | Suitable storage of clean clothes and linens |
| | Follow appropriate procedures in linen room. | Linen room procedures |
| | Clean linen room and laundry chutes. | Cleaning linen room and laundry chutes |

PHYSICAL FITNESS ASSISTANT

PHYSICAL FITNESS ASSISTANT JOB ANALYSIS

(Used in interviews with health spas, figure salons, and "Y's" personnel.)

Name of Business _____ Date _____

Person Interviewed _____ Interviewer _____

DIRECTIONS: Please check in the appropriate column the responsibilities you expect a student to assume when working as a physical fitness assistant. In the proposed schedule column, indicate when during the school year you plan for the student to take up each task or group of tasks. This information will aid the teacher-coordinator in developing an individualized training plan for the student.

A physical fitness assistant assumes numerous responsibilities assisting with personal analysis, planning diets and exercise programs for members in situations such as health spas, figure salons and "Y's". Working under the supervision of experienced personnel, he or she performs the following functions:

| | DAILY | OCCASIONALLY | DOES NOT APPLY | PROPOSED SCHEDULE |
|---|---|---|---|---|
| 1. Help to evaluate own progress in meeting job responsibilities. | | | | |
| 2. Observe policies of the establishment concerning work schedules, absences, and other regulations. | | | | |
| 3. Accept instruction and guidance from supervisory personnel. | | | | |
| 4. Work as a member of the team rotating job responsibilities as outlined by supervisory personnel. | | | | |
| 5. Assist other employees when necessary. | | | | |
| 6. Answer telephone and perform clerical duties when necessary. | | | | |
| 7. Greet and assist members in a pleasant way. | | | | |
| 8. Work in an efficient manner. | | | | |
| 9. Assist with personal analysis of members. | | | | |

| | DAILY | OCCASION-ALLY | DOES NOT APPLY | PROPOSED SCHEDULE |
|---|---|---|---|---|
| 10. Weigh and measure members. | | | | |
| 11. Help plan diets for members. | | | | |
| 12. Plan menus and develop recipes for members. | | | | |
| 13. Tabulate calories. | | | | |
| 14. Help develop exercise programs for members. | | | | |
| 15. Use exercise terminology correctly. | | | | |
| 16. Direct exercise routines for members. | | | | |
| 17. Demonstrate and supervise use of exercise machines. | | | | |
| 18. Supervise use of steam cabinet, sauna, whirlpool, showers, and swimming pool. | | | | |
| 19. Assist members in developing body poise. | | | | |
| 20. Aid members in improving body mechanics. | | | | |
| 21. Help maintain safe facilities. | | | | |
| 22. Practice safe procedures. | | | | |
| 23. Enforce safety rules of the establishment. | | | | |
| 24. Stay alert to situations involving hazards to members' safety. | | | | |
| 25. Assist in administering first aid for minor injuries. | | | | |
| 26. Demonstrate various aspects of physical fitness. | | | | |
| 27. Lecture and conduct classes on physical fitness for groups in schools and community. | | | | |

| | DAILY | OCCASION-ALLY | DOES NOT APPLY | PROPOSED SCHEDULE |
|---|---|---|---|---|
| 38. Sort laundry. | | | | |
| 39. Use laundry equipment and supplies correctly. | | | | |
| 40. Iron or press clothes. | | | | |
| 41. Fold and store clean clothes and linens. | | | | |
| 42. Assist in keeping facilities clean and orderly. | | | | |

3.9

COURSE UNIT I

WHAT IS A PHYSICAL FITNESS ASSISTANT?

OBJECTIVES: Become aware of tasks and competencies involved in working as a physical fitness assistant.

Evaluate self in terms of personal qualities related to success as a physical fitness assistant.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 1. Help to evaluate own progress in meeting job responsibilities. | Relate job responsibilities to personal qualities and to the type of physical fitness facility. | Job opportunities in the physical fitness field<br><br>Tasks assumed by employees in physical fitness facilities<br><br>Personal qualities and abilities needed by successful physical fitness assistant |
| | Evaluate self in terms of ability to meet job responsibilities. | Importance of self evaluation criteria for successful performance of job<br><br>Ways to use criteria to evaluate personal progress in meeting job requirements |

COURSE UNIT II

PHYSICAL FITNESS ASSISTANT--MEMBER OF A TEAM

OBJECTIVES: Identify policies and procedures which relate to the position of physical fitness assistant.

Recognize the relationship between job success and interpersonal relationships.

Apply policies and rules of conduct to his or her particular job.

Describe attitudes toward interpersonal relationships (employer-employee, employee-employee, member-employee) which are conducive to job success.

Practice techniques which make the member feel welcome and comfortable.

Apply principles of motion economy to tasks performed on the job.

Evaluate own work habits and plan for self-improvement.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 2. Observe policies of the establishment concerning work schedules, absences, and other regulations. | Accept and follow policies of the establishment. | Typical policies and procedures of businesses and "Y's"<br><br>Importance of following policies and procedures in a particular establishment<br><br>Need for flexibility in performance of duties as a physical fitness assistant |
| 3. Accept instruction and guidance from supervisory personnel. | Accept and follow direction and instruction from persons in authority. | Attitudes which contribute to effective employer-employee, employee-employee, and member-employee relationships |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 4. Work as a member of the team rotating job responsbilities as outlined by supervisory personnel. | | Importance of willingness to accept and carry out various assigned tasks |
| 5. Assist other employees when necessary. | Assist other employees. | Necessity of working cooperatively with other employees |
| 6. Answer telephone and perform clerical duties when necessary. | Answer telephone following prescribed procedure. | Telephone etiquette |
| | | Necessity for accuracy in recording information resulting from telephone conversation |
| | Perform clerical duties assigned to a physical fitness assistant. | Importance of neatness and accuracy in performing clerical duties |
| | | Procedures for enrolling members |
| | | Daily inventory of membership |
| 7. Greet and assist members in a pleasant and efficient way. | Establish rapport with others. | Importance of first impressions |
| | | Public relations |
| | Assist members. | Procedures for assisting members |
| | Leave a good impression with members. | Importance of positive member contacts |
| 8. Work in an efficient manner. | Perform tasks in an efficient manner. | Efficient work methods suitable for a physical fitness establishment |
| | Maintain clean and orderly facilities. | Importance of cleanliness in the physical fitness facility |

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COURSE UNIT III

PERSONAL ANALYSIS

OBJECTIVES: Analyze members' weight and figure problems.

Describe procedures for weighing and measuring members.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 9. Assist with personal analysis of members. | Follow procedures of establishment in conducting personal analysis of members. | Desirable weight for height and frame size<br><br>Body proportions for men and women<br><br>Causes and dangers of obesity, underweight, and being unfit<br><br>Importance of physician's approval before beginning diet or exercise program |
| 10. Weigh and measure members. | Follow acceptable procedures for weighing and measuring members. | Procedures for taking weight and body measurements |

COURSE UNIT IV

FOOD FOR FITNESS

OBJECTIVES: Demonstrate ability to plan diets for weight reduction, gain, or maintenance.

Plan attractive and nutritious menus.

Compute the number of calories consumed in a day.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 11. Help plan diets for members. | Observe nutritional needs in planning diets to aid member in weight reduction, gain, or maintenance. | Nutritional needs<br>Calorie needs<br>Food fads and fallacies<br>Diet terminology<br>Diet planning for weight reduction, gain, or maintenance |
| 12. Plan menus and develop recipes for members. | Observe principles of menu planning.<br>Follow acceptable procedures for testing recipes. | Menu planning<br>Food preparation techniques<br>Principles of cookery<br>Principles for testing recipes |
| 13. Tabulate calories. | Follow procedures of establishment in tabulating calories consumed by members. | Using calorie charts<br>Calculating calories consumed |

COURSE UNIT V

EXERCISE FOR FITNESS

OBJECTIVES: Propose exercises for specific purposes.

Describe procedures for performing exercises and safely using exercise equipment and machines.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 14. Help develop exercise programs for members. | Follow procedures of establishment in developing exercise program for members. | Importance of exercise for good posture and figure control<br>Exercise for specific needs<br>Personal exercise chart |
| 15. Use exercise terminology correctly. | Use proper terminology in describing exercises. | Terms related to movements of body or parts of body |
| 16. Direct exercise routines for members. | Explain how to perform exercises and use of exercise equipment. | Quantity of exercises advisable<br>Kinds of exercises<br>Warm-up activities<br>Starting positions<br>Exercise equipment<br>Performing exercises<br>Importance of performing exercises properly<br>Exercise games |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | | Safety in performing exercises |
| | | Harmful exercises: |
| | | Straight-legged sit-ups (unless the person has a flat back) |
| | | Two-legged straight leg lifts |
| | | Standing bouncing exercises |
| | | Exercises which tend to hyperextend the back to a marked degree |
| | | Deep knee bends where heels come off the floor |
| | Evaluate exercises. | Determining part of body exercised |
| | | Determining level of difficulty of exercise |
| | | Determining whether exercise could be harmful |
| 17. Demonstrate and supervise use of exercise machines. | Describe purposes and use of exercise machines used at establishment. | Types of exercise machines |
| | | Purposes of exercise machines |
| | | Use of exercise machines |
| | | Safety in using exercise machines |
| 18. Supervise use of steam cabinet, sauna, whirlpool, showers, and swimming pool. | Explain how to safely use steam cabinet, sauna, whirlpool, showers, and swimming pool. | Use of steam cabinet, sauna, whirlpool |
| | | Safety in use of steam cabinet, sauna, whirlpool, showers |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | | Pool exercises |
| | | Swimming pool safety |
| | Save a drowning person. | Life saving |

COURSE UNIT VI

POISE AND BODY MECHANICS

OBJECTIVES: Describe body poise for specific stituations.

Explain body mechanics for specific tasks.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 19. Assist members in developing body poise. | Demonstrate basic body alignment. | Basic body alignment |
| | Show poise suitable for specific situations. | Body poise in specific situations |
| 20. Aid members in improving body mechanics. | Demonstrate basic body mechanics. | Body mechanics for bending, stooping, reaching, pushing, and pulling |
| | Suggest ways member can improve own body mechanics. | Importance of tact in making suggestions |

COURSE UNIT VII

SAFETY AND FIRST AID

OBJECTIVES: Recognize importance of observing safety practices and being alert to hazards.

Identify proper first aid practices and know limits of aid which can be administered.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 21. Help maintain safe facilities. | Recognize causes of accidents and ways to prevent them. | Causes of accidents and injuries |
| | Encourage safety habits in exercising and using equipment. | Safety precautions to be employed in exercise and use of equipment |
| 22. Use safe procedures. | Observe safe procedures. | Importance of observing safe procedures |
| | | Appropriate methods to use for lifting and carrying objects |
| 23. Enforce safety rules of the establishment. | Encourage members to observe rules for exercise and use of equipment. | Importance of rules in preventing accidents |
| | | Procedures for enforcing safety rules |
| 24. Stay alert to situations involving hazards to members' safety. | Observe and remove sources of danger. | Importance of foreseeing and avoiding hazardous situations |
| | Keep establishment orderly and safe. | Need to inform director of the establishment of problems, such as equipment hazards, maintenance needs |

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| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | Remain calm when accidents occur. | Procedures to follow when an accident occurs. |
| 25. Assist in administering first aid for minor injuries. | Apply first aid to minor injuries. | Proper methods of first aid |
| | Handle minor emergencies calmly and intelligently. | |

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COURSE UNIT VIII

DEMONSTRATIONS AND LECTURES

OBJECTIVES: Relate the principles of design to demonstrations.

Plan demonstrations on physical fitness.

Plan interesting ways to present information on physical fitness.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 26. Demonstrate various aspects of physical fitness. | Plan and present informative demonstrations on diet and exercise. | Effective uses of demonstrations<br>Procedures for planning demonstrations<br>Setting up a demonstration<br>Importance of own appearance and appearance of work area<br>Demonstration techniques |
| 27. Lecture and conduct classes on physical fitness for groups in schools and community. | Prepare lectures and conduct classes on diet and exercise. | Planning a speech or program<br>Presenting a speech or program |

COURSE UNIT IX

LAUNDRY PROCEDURES

OBJECTIVES: Describe accepted procedures for use of laundry equipment and care of clean laundry.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 28. Sort laundry. | Decide what fabrics and colors may be laundered together. | Types of fabrics and colors which can be safely laundered together<br><br>Types of soil |
| 29. Use laundry equipment and supplies correctly. | Use laundry supplies correctly. | Effects of various laundry supplies and different water temperature on fabrics and colors<br><br>Types of pre-treatment for stain removal<br><br>Difference between soups and syndets and "mild" and "heavy duty" products<br><br>Purposes and use of fabric softeners and bleaches<br><br>Relationship between type of detergent, water temperature, and washing time |
| | Use washer and dryer correctly. | Methods of loading laundry equipment and selecting water levels, temperatures, and time<br><br>Purposes of parts of dryer<br><br>Procedures for using dryer |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | | Correct procedure for cleaning special articles |
| 30. Iron and press clothes. | Use an iron efficiently. | Efficient methods of ironing |
| | | Convenient arrangement of equipment for ironing |
| 31. Fold and store clean clothes and linens. | Fold clothes and linens neatly. | Methods of folding to prevent wrinkles |
| | Put laundry away carefully. | Suitable storage of clean clothes and linens |

COURSE UNIT X

CARE AND MAINTENANCE

OBJECTIVES: Use recommended procedures for cleaning and maintaining facilities.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 32. Assist in keeping facilities clean and orderly. | Select appropriate supplies for dusting tables, shelves, furniture, equipment. | Importance of cleaning tasks and attitudes toward performing tasks<br><br>Selection of the appropriate supplies for each cleaning task |
| | Keep supplies in order for easy accessibility. | Application of work simplification techniques to the performance of cleaning tasks (management of time and energy)<br><br>Principles of motion economy |
| | Use a variety of cleaning and sanitizing supplies. | Purpose of sanitizing restroom and showers<br><br>Procedures for cleaning and sanitizing restroom and showers<br><br>Care of exercise equipment, machines, and supplies |
| | Perform tasks in a way that prevents spread of infection. | Reasons for disinfecting<br><br>Conditions affecting bacterial growth<br><br>Types and uses of disinfectants |

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| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | Clean different types of flooring using proper method of cleaning. | Major categories of flooring and acceptable methods for cleaning each type |
| | | Different types of mopping |
| | | Procedures for dusting, mopping, and scrubbing |
| | Select and use recommended wax and methods of application according to type of floor. | Differences in types of waxes |
| | | Procedures used for waxing floors |
| | | Principles of motion economy |
| | | Work simplification methods in relation to floor care |

TESTER OF FOODS

TESTER OF FOODS JOB ANALYSIS

(Used in interviews with personnel in
food processing plants and public health services.)

Name of Business _____ Date _____

Person Interviewed _____ Interviewer _____

DIRECTIONS: Please check in the appropriate column the responsibilities you expect a student to assume when working as a food tester. In the proposed schedule column, indicate when during the school year you plan for the student to take up each task or group of tasks. This information will aid the teacher-coordinator in developing an individualized training plan for the student.

A food tester assumes numerous responsibilities collecting and testing samples of foods in such situations as food processing plants and public health services. Working under the supervision of an experienced food tester, he or she performs the following functions:

| | DAILY | OCCASIONALLY | DOES NOT APPLY | PROPOSED SCHEDULE |
|---|---|---|---|---|
| 1. Help to evaluate own progress in meeting job responsibilities. | | | | |
| 2. Observe policies of the plant concerning absences and other regulations. | | | | |
| 3. Accept instructions and guidance from supervisory personnel. | | | | |
| 4. Assist other employees when necessary. | | | | |
| 5. Work with employees in various departments in an efficient manner. | | | | |
| 6. Work in an efficient manner. | | | | |
| 7. Use food processing terminology correctly. | | | | |
| 8. Select and correctly use proper tools and equipment for specified food analysis tests. | | | | |
| 9. Handle food, beverages, equipment, and utensils in ways to prevent contamination. | | | | |

| | DAILY | OCCASION-ALLY | DOES NOT APPLY | PROPOSED SCHEDULE |
|---|---|---|---|---|
| 10. Use precautions necessary to avoid accidents in food testing area. | | | | |
| 11. Follow appropriate emergency procedures. | | | | |
| 12. Observe acceptable laboratory practices. | | | | |
| 13. Collect food samples as directed. | | | | |
| 14. Prepare food samples for analysis as directed. | | | | |
| 15. Label and record samples as directed. | | | | |
| 16. Subject samples to standardized tests. | | | | |
| 17. Make elementary statistical calculations. | | | | |
| 18. Record test results. | | | | |
| 19. Compare test results with samples or prepared standards such as charts, graphs, and tables to verify adherence to specifications. | | | | |
| 20. Report variation from standard to director of quality control. | | | | |
| 21. Check and calibrate various test instruments. | | | | |
| 22. Observe food laws and standards. | | | | |
| 23. Wash and inspect glassware and utensils for cleanliness and spotlessness. | | | | |
| 24. Clean and sanitize furniture, floors, and other surfaces in the laboratory. | | | | |

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COURSE UNIT I

WHAT IS A FOOD TESTER?

OBJECTIVES: Become aware of tasks and competencies involved in working as a tester of foods.

Evaluate self in terms of personal qualities related to success as a tester of foods.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 1. Help to evaluate own progress in meeting job responsibilities. | Relate job responsibilities to personal qualities and to the type of plant. | Job opportunities in the food industry<br><br>Tasks assumed by employees in food quality control<br><br>Personal qualities and abilities needed by a successful food tester |
| | Evaluate self in terms of ability to meet job responsbilities. | Importance of self evaluation<br><br>Criteria for successful performance of a job<br><br>Ways to use these criteria to evaluate personal progress in meeting job requirements |

COURSE UNIT II

FOOD TESTER--MEMBER OF A TEAM

OBJECTIVES: Identify policies and procedures which relate to the position of food tester.

Recognize the relationship between job success and interpersonal relationships.

Apply policies and rules of conduct to a particular job.

Describe attitudes toward interpersonal relationships (supervisor-employee, employee-employee) which are conducive to job success.

Apply principles of motion economy to tasks performed on the job.

Evaluate own work habits and plan for self-improvement.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 2. Observe policies of the plant concerning absences and other regulations. | Accept and follow policies of the plant. | Typical policies and procedures of food industry<br><br>Importance of following policies and procedures in a particular operation |
| 3. Accept instructions and guidance from supervisory personnel. | Accept and follow directions and instructions from persons in authority. | Attitudes which contribute to effective supervisor-employee, employee-employee relationships<br><br>Importance of willingness to accept and carry out various assigned tasks |
| 4. Assist other employees when necessary. | Assist other employees. | Necessity of working cooperatively with other employees |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 5. Work with employees in various departments in an efficient manner. | Establish rapport with others. | Importance of first impressions |
| | Develop effective working relationships. | Importance of good working relationships between departments |
| 6. Work in an efficient manner. | Perform tasks in an efficient manner. | Efficient work methods suitable for a quality control laboratory |
| | Maintain clean and orderly work area. | Importance of clean work area in laboratory work |

COURSE UNIT III

FOOD PROCESSING

OBJECTIVES: Define food processing terms.

Recognize food processing terms used in directions and tests.

Apply food processing terms correctly in work.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 7. Use food processing terminology correctly. | Use appropriate food processing terms. | Food processing terms<br>Food analysis terms |

COURSE UNIT IV

FOOD ANALYSIS INSTRUMENTS

OBJECTIVES: Recognize the kind and function of tools and equipment used in food testing.

Outline correct procedures for use of food analysis instruments.

Select the appropriate tools and equipment for a particular test.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 8. Select and correctly use proper tools and equipment for specified food analysis tests. | Use food analysis equipment correctly. | Equipment used in food analysis<br><br>Purposes of specific pieces of equipment<br><br>Procedures for using food analysis equipment<br><br>Factors related to the care of food analysis equipment<br><br>Appropriate methods of handling equipment to avoid illness, injury, or damage |

COURSE UNIT V

SANITATION

OBJECTIVES: Identify ways disease may be spread through careless handling of food and equipment.

Summarize the principles of sanitation which apply to the food service industry.

Recognize the necessity of appropriate housekeeping and maintenance practices.

Evaluate personal practices in relation to principles of sanitation.

Discriminate between cleaning and sanitizing and know when to use each.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 9. Handle food, beverages, equipment, and utensils in ways to prevent contamination. | Use judgment in handling food, equipment, and supplies in a sanitary manner. | Types of food-borne illnesses<br><br>Ways disease and food-borne illnesses may be spread through careless handling of contaminated utensils, equipment, and food<br><br>Procedures to follow to prevent food-borne illnesses<br><br>Necessity for the evaluation of personal habits related to cleanliness and sanitation |
| | Use sanitary practices. | Sanitary procedures for handling equipment and utensils<br><br>Difference between cleaning and sanitizing |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | | Importance of pest control in food processing plants<br><br>Common pests and their control |

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COURSE UNIT VI

SAFETY

OBJECTIVES: Recognize the principles of safety which relate to the handling and testing of food, equipment, and utensils.

Evaluate self in terms of safety practices followed on the job.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 10. Use precautions necessary to avoid accidents in food testing area. | Recognize hazards that may cause accidents. | Conditions which may lead to accidents<br><br>Necessity of being alert to hazardous situations |
| | Apply safety precautions so as to prevent accidents. | Precautions to follow in the food testing area<br><br>Appropriate methods to use for lifting and carrying objects |
| 11. Follow appropriate emergency procedures. | Apply first aid to minor injuries. | First aid for minor injuries |
| | Use different kinds of fire extinguishers. | Types of fire extinguishers to use for different types of fires |

COURSE UNIT VII

LABORATORY PROCEDURES

OBJECTIVES: Describe general laboratory procedures.

Explain sampling techniques.

Describe records which must be kept on each sample.

Summarize procedures for preparing samples for specific food analysis tests.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 12. Observe acceptable laboratory practices. | Use acceptable laboratory procedures. | Common procedures used in food analysis laboratories<br>Importance of accuracy and honesty in food analysis<br>Importance of standardized test procedures<br>Importance of maintaining laboratory equipment in good condition |
| 13. Collect food samples as directed. | Use standard procedures for collecting test samples. | Sampling techniques<br>Importance of random sampling |
| 14. Prepare food samples for analysis as directed. | Follow standard procedures for preparing samples. | Procedures for preparing samples<br>Incubation |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 15. Label and record samples as directed. | Label and keep accurate records on each sample. | Test orders<br>Recording samples<br>Assigning sample numbers |

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COURSE UNIT VIII

FOOD ANALYSIS

OBJECTIVES: Describe standardized tests used in food analysis.

Summarize specific standardized food analysis tests.

Explain the role of processing tests in quality control.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 16. Subject samples to standardized tests. | Use standardized tests to control quality of food during processing. | Physical tests:<br>Color and gloss<br>Consistency<br>Size and shape<br>Defects<br>Texture<br>Flavor<br>Taste testing<br>Microanalytical methods<br>Media and reagent preparation<br>Sample preparation<br>Tests to identify microorganisms<br>Chemical analysis |

COURSE UNIT IX

DATA ANALYSIS

OBJECTIVES: Identify symbols used in statistical problems.

Compute solutions to food analysis problems.

Analyze results of food analysis tests.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 17. Make elementary statistical calculations. | Solve statistical problems accurately. | Symbols used in statistical problems<br>Common statistical problems used in food analysis |
| 18. Record test results. | Record test results neatly and accurately. | Forms used for recording test results<br>Importance of accuracy and neatness in recording test results |
| 19. Compare test results with samples or prepared standards such as charts, graphs, and tables to verify adherence to specifications. | Check test results against samples or prepared standards. | Quality control standards<br>Procedures for comparing test results with samples or prepared standards |
| 20. Report variation from standard to director of quality control. | Report deviation in quality from standard. | Procedures for reporting variations to director of quality control |

COURSE UNIT X

MACHINE CALIBRATION

OBJECTIVES: Explain importance of accurately calibrated testing equipment.

Describe procedures for care and calibration of specific pieces of food analysis equipment.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 21. Check and calibrate various test instruments. | Care for testing equipment properly.<br><br>Calibrate food analysis equipment as required. | Care needed by food analysis equipment<br><br>Procedures for calibrating various food analysis instruments<br><br>Importance of accuracy in calibrating testing equipment |

COURSE UNIT XI

FOOD LAWS AND STANDARDS

OBJECTIVES: Summarize federal, state, and local food laws.

Describe voluntary standards for food products.

Relate food analysis to quality control and voluntary standards.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 22. Observe food laws and standards. | Apply food laws and standards to food analysis. | Federal, state, and local food laws<br>Other mandatory standards<br>Industry standards for food products<br>Company standards for food products<br>Role of food analysis<br>Role of standards in quality control |

COURSE UNIT XII

LABORATORY CARE AND MAINTENANCE

OBJECTIVES: Use recommended procedures for cleaning and maintaining laboratory.

Recognize necessity for keeping tools and equipment in order for easy accessibility and efficient job performance.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 23. Wash and inspect glassware and utensils for cleanliness and spotlessness. | Wash glassware and utensils using efficient, sanitary techniques and appropriate materials and equipment. | Appropriate procedures for dishwashing<br>Proper use and care of dishwashing equipment |
| 24. Clean and sanitize furniture, floors, and other surfaces in the laboratory. | Perform housekeeping tasks assigned in an efficient and sanitary manner. | Importance of maintaining all surfaces in a sanitary manner<br>Procedures for cleaning and sanitizing surfaces and equipment |

TESTER OF TEXTILES

TESTER OF TEXTILES JOB ANALYSIS

(Used in interviews with textile mill or factory personnel.)

Name of Business _____ Date _____

Person Interviewed _____ Interviewer _____

DIRECTIONS: Please check in the appropriate column the responsibilities you expect a student to assume when working as a textile tester. In the proposed schedule column, indicate when during the school year you plan for the student to take up each task or group of tasks. This information will aid the teacher-coordinator in developing an individualized training plan for the student.

A textile tester assumes numerous responsibilities collecting and testing samples of fibers, yarn, and fabric in such situations as textile mills, garment factories, and household textiles factories. Working under the supervision of an experienced textile tester, he or she performs the following functions:

| | DAILY | OCCASIONALLY | DOES NOT APPLY | PROPOSED SCHEDULE |
|---|---|---|---|---|
| 1. Help to evaluate own progress in meeting job responsibilities. | | | | |
| 2. Observe policies of the mill or factory concerning absences, and other regulations. | | | | |
| 3. Accept instruction and guidance from supervisory personnel. | | | | |
| 4. Assist other employees when necessary. | | | | |
| 5. Work with employees in various departments in an efficient manner. | | | | |
| 6. Work in an efficient manner. | | | | |
| 7. Use textile terminology correctly. | | | | |
| 8. Select and correctly use proper tools and equipment for specified textile tests. | | | | |
| 9. Identify qualities of various fibers, yarns, and fabrics. | | | | |

| | DAILY | OCCASIONALLY | DOES NOT APPLY | PROPOSED SCHEDULE |
|---|---|---|---|---|
| 10. Observe acceptable laboratory practices. | | | | |
| 11. Collect fiber, sliver, roving, yarn, or fabric samples as directed. | | | | |
| 12. Label and record samples as directed. | | | | |
| 13. Subject fibers to standardized tests. | | | | |
| 14. Perform various processing tests on sliver, roving, and yarn. | | | | |
| 15. Subject yarn to standardized tests. | | | | |
| 16. Subject cloth to standardized tests. | | | | |
| 17. Make elementary statistical calculations. | | | | |
| 18. Record test results. | | | | |
| 19. Compare test results with samples or prepared standards, such as charts, graphs, and tables to verify adherence to specifications. | | | | |
| 20. Report variation from standards to director of quality control. | | | | |
| 21. Check and calibrate various testing instruments. | | | | |
| 22. Observe textile laws and standards. | | | | |
| 23. Assist in keeping laboratory clean and orderly. | | | | |

COURSE UNIT I

WHAT IS A TEXTILE TESTER?

OBJECTIVES: Become aware of tasks and competencies involved in working as a tester of textiles.

Evaluate self in terms of personal qualities related to success as a tester of textiles.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 1. Help to evaluate own progress in meeting job responsibilities. | Relate job responsibilities to personal qualities and to the type of mill or factory. | Job opportunities in the textile industry<br><br>Tasks assumed by employees in textile testing<br><br>Personal qualities and abilities needed by a successful textile tester |
| | Evaluate self in terms of ability to meet job responsibilities. | Importance of self evaluation<br><br>Criteria for successful performance of a job<br><br>Ways to use these criteria to evaluate personal progress in meeting job requirements |

COURSE UNIT II

TEXTILE TESTER--MEMBER OF A TEAM

OBJECTIVES: Identify policies and procedures which relate to the position of textile tester.

Recognize the relationship between job success and interpersonal relationships.

Apply policies and rules of conduct to particular job.

Describe attitudes toward interpersonal relationships (supervisor-employee, employee-employee) which are conducive to job success.

Apply principles of motion economy to tasks performed on the job.

Evaluate own work habits and plan for self-improvement.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 2. Observe policies of the mill or factory concerning absences, and other regulations. | Accept and follow policies of the mill or factory. | Typical policies and procedures of textile industry<br><br>Importance of following policies and procedures in a particular operation |
| 3. Accept instruction and guidance from supervisory personnel. | Accept and follow directions and instructions from persons in authority. | Attitudes which contribute to effective supervisor-employee, employee-employee relationships<br><br>Importance of willingness to accept and carry out various assigned tasks |
| 4. Assist other employees when necessary. | Assist other employees. | Necessity of working cooperatively with other employees |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 5. Work with employees in various departments in an efficient manner. | Establish rapport with others. | Importance of first impressions |
| | Develop effective working relationship. | Importance of good working relationships between departments |
| 6. Work in an efficient manner. | Perform tasks in an efficient manner. | Efficient work methods suitable for a quality control laboratory |
| | Maintain clean and orderly work area. | Importance of clean work area in laboratory work |

COURSE UNIT III

TEXTILE TERMINOLOGY

OBJECTIVES: Define textile terms.

Recognize textile terms used in directions and tests.

Apply textile terms correctly in work.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 7. Use textile terminology correctly. | Use appropriate textile terms. | Textile terms<br>Textile testing terms |

COURSE UNIT IV

TEXTILE-TESTING INSTRUMENTS

OBJECTIVES: Recognize the kinds and functions of tools and equipment used in textile testing.

Outline correct procedures for use of textile-testing instruments.

Select the appropriate tools and equipment for a particular test.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 8. Select and correctly use proper tools and equipment for specified textile tests. | Use textile-testing equipment correctly. | Equipment used in textile testing<br><br>Purposes of specific pieces of equipment<br><br>Procedures for using textile-testing equipment<br><br>Factors related to the care of textile-testing equipment<br><br>Appropriate methods of handling equipment to avoid injury and damage |

COURSE UNIT V

PERSONALITIES OF FABRICS

OBJECTIVES: Describe characteristics of different textiles.

Determine fiber content using different methods.

Explain basic methods of fabric construction.

Describe fabric finishing processes and their purpose.

Describe the effects of textile characteristics upon selection, care, use and performance in clothing and household articles.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 9. Identify qualities of various fibers, yarns, and fabrics. | Identify fiber content of fibers, yarns, or fabrics.<br><br>Recognize characteristics of various yarns and fabrics. | Fibers and their outstanding characteristics<br><br>Types, characteristics, and methods of producing various yarns<br><br>Fabric construction<br><br>Dyeing and printing<br><br>Fabric finishes |

COURSE UNIT VI

LABORATORY PROCEDURES

OBJECTIVES: Describe general laboratory procedures.

Explain sampling techniques.

Describe records which must be kept on each sample.

Summarize procedures for preparing samples for specific textile tests.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 10. Observe acceptable laboratory practices. | Use acceptable laboratory procedures. | Common procedures used in textile-testing laboratories<br>Importance of accuracy and honesty in textile testing<br>Importance of standardized test procedures<br>Importance of maintaining laboratory equipment in good condition |
| 11. Collect fiber, sliver, roving, yarn, or fabric samples as directed. | Use standard procedures for collecting test samples. | Sampling techniques<br>Importance of random sampling |
| 12. Label and record samples as directed. | Label and keep accurate records on each sample. | Test orders<br>Recording samples<br>Assigning sample numbers |

COURSE UNIT VII

FIBER ANALYSIS

OBJECTIVES: Describe standardized tests used in fiber analysis.

Summarize specific standardized tests for fibers.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 13. Subject fibers to standardized tests. | Use standardized tests for fiber analysis. | Fiber length tests<br>Fiber strength tests<br>Fiber fineness tests<br>Non-lint content and nep potential<br>Cotton grade |

COURSE UNIT VIII

PROCESSING TESTS

OBJECTIVES: Describe processing tests, performed on sliver, roving, and yarn.

Summarize specific standardized tests for fibers.

Explain the role of processing tests in quality control.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 14. Perform various processing tests on sliver, roving, and yarn. | Use standardized tests on sliver, roving, and yarn to control quality during processing. | Processing tests<br><br>Role of processing tests in quality control |

COURSE UNIT IX

YARN ANALYSIS

OBJECTIVES: Describe standardized tests used in yarn analysis.

Summarize specific standardized tests for yarn.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 15. Subject yarn to standardized tests. | Use standardized tests for yarn analysis. | Standardized yarn tests<br>Yarn size (number)<br>Yarn strength<br>Single strand test<br>Skein test<br>Strain gauge test<br>Loop and knot strength<br>Yarn evenness<br>Yarn twist<br>Yarn grade and appearance<br>Moisture test<br>Sewability test |

COURSE UNIT X

FABRIC ANALYSIS

OBJECTIVES: Describe standardized tests used in fabric analysis.

Summarize specific standardized tests for fabric.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 16. Subject cloth to standardized tests. | Use standardized tests for fabric analysis. | Standardized fabric tests<br>Width<br>Bow<br>Weight<br>Thickness or gauge<br>Crimp<br>Contraction<br>Porosity, air permeability<br>Stiffness and drape<br>Strength<br>Breaking strength and elongation<br>Tearing strength<br>Bursting strength<br>Abrasion resistance |

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| | | Flexing tests |
| | | Crease resistance and recovery |
| | | Moisture content and regain |
| | | Absorbency |
| | | Water resistance and repellancy |
| | | Shrinkage |
| | | Color fastness |
| | | Flammability |
| | | Thermal resistance |
| | | Sewability |

COURSE UNIT XI

DATA ANALYSIS

OBJECTIVES: Identify symbols used in statistical problems.

Compute solutions to textile analysis problems.

Analyze results of textile analysis tests.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 17. Make elementary statistical calculations. | Solve statistical problems accurately. | Symbols used in statistical problems<br><br>Common statistical problems used in textile testing |
| 18. Record test results. | Record test results neatly and accurately. | Forms used for recording test results<br><br>Importance of accuracy and neatness in recording test results |
| 19. Compare test results with samples or prepared standards, such as charts, graphs, and tables to verify adherence to specifications. | Check test results against samples or prepared standards. | Quality control standards<br><br>Procedures for comparing test results with samples or prepared standards |
| 20. Report variation from standards to director of quality control. | Report deviation in quality from standards. | Procedures for reporting variations to director of quality control |

COURSE UNIT XII

MACHINE CALIBRATION

OBJECTIVES: Explain importance of accurately calibrated testing equipment.

Describe procedures for care and calibration of specific pieces of textile testing equipment.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 21. Check and calibrate various testing instruments. | Care for testing equipment properly.<br><br>Calibrate textile testing equipment as required. | Care needed by textile testing equipment<br><br>Procedures for calibrating various textile testing equipment<br><br>Importance of accuracy in calibrating testing equipment |

COURSE UNIT XIII

TEXTILE LAWS AND STANDARDS

OBJECTIVES: Summarize federal textile laws.

Describe voluntary standards for textile products.

Relate textile testing to quality control and voluntary standards.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 22. Observe textile laws and standards. | Apply textile laws and standards to textile testing. | Federal textile laws<br>Wool Products Labeling Act<br>Fur Products Labeling Act<br>Textile Fiber Products Identification Act<br>Flammable Fabrics Act and Amendment<br>Standards for textile products<br>Role of textile testing<br>Role of standards in quality control |

COURSE UNIT XIV

LABORATORY CARE AND MAINTENANCE

OBJECTIVES: Use recommended procedures for cleaning and maintaining laboratory.

Recognize necessity for keeping tools and equipment in order for easy accessibility and efficient job performance.

| TASKS | WORK EXPERIENCES | STUDY ASSIGNMENTS |
|---|---|---|
| 23. Assist in keeping laboratory clean and orderly. | Select appropriate supplies for dusting work tables, counters, shelves, furniture, and equipment. | Importance of cleaning tasks and attitudes toward performing tasks<br><br>Selection of the appropriate supplies for each cleaning task |
| | Keep supplies in order for easy accessibility. | Application of work simplification techniques to the performance of cleaning tasks (management of time and energy)<br><br>Principles of motion economy |
| | Keep work area organized. | Importance of keeping work area well organized |



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